DOCUMENT RESUME

ED 074 686 EC 051 735

TITLE	Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Aug 72
NOTE	32p.
AVAILABLE FROM	Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Audiovisual Instruction; *Bibliographies; *Exceptional Child Education; *Handicapped Children

ABSTRACT

The selected bibliography on audiovisual instruction contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1972. (DB)

ED 074686

AUDIOVISUAL INSTRUCTION

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 653

EC 051 735E

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

_____ Institutional Subscriptions Vol. IV (4 issues) – $50
_____ Supplementary Subscriptions *(will be shipped to address below)* – $25 each
_____ Back Volumes for Institutions – $40 each
_____ Eligible for individual subscriptions – $35 each
_____ Back Volumes for individual subscribers – $35 each
_____ Eligible for individual CEC member rate – $25 each
_____ Back Volumes for CEC members – $25 each

Back Volumes Available:
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

Institution _____

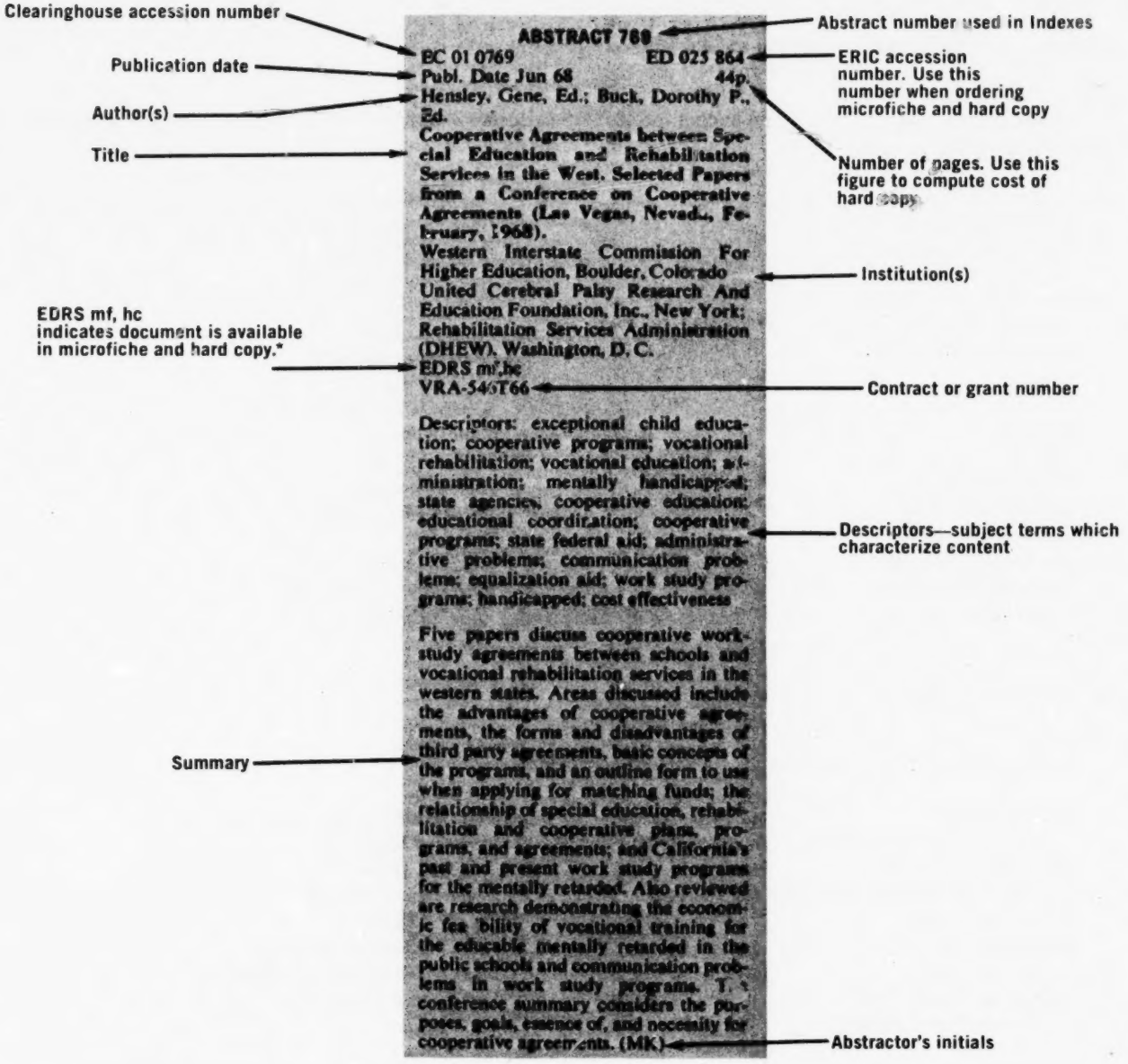
Name _____

Address _____

_____

City **State** **Zip**

Sample Abstract Entry


Clearinghouse accession number
ABSTRACT 789
Abstract number used in Indexes
Publication date
BC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-545T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Audiovisual Instruction* from the Center's computer file of abstracts are listed alphabetically below:

Audiovisual Aids
Audiovisual Centers
Audiovisual Instruction
Audiovisual Programs
Closed Circuit Television
Educational Radio
Educational Television
Films
Filmstrip Projectors
Filmstrips
Foreign Language Films
Instructional Films
Instructional Media
Instructional Television
Kinescope Recordings
Language Laboratories
Multimedia Instruction
Opaque Projectors
Open Circuit Television
Overhead Projectors
Phonograph Records
Photographs
Pictorial Stimuli
Projection Equipment
Single Concept Films
Sixteen Millimeter Projectors
Sound Films
Tachistoscopes
Tape Recordings
Televised Instruction
Television
Transparencies
Video Tape Recordings
Visual Learning

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

AOEHI Bulletin
American Annals of the Deaf
Audiovisual Instruction
Education and Training of the Mentally Retarded
Educational Media
Exceptional Children
Exceptional Parent
Hearing and Speech News
Journal of Creative Behavior
Journal of Rehabilitation of the Deaf
Mental Retardation
Reading Teacher
Rehabilitation Record
Research Bulletin
Special Education in Canada
TEACHING Exceptional Children
USU Special Educator
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-IV, No. 2.

ABSTRACTS

ABSTRACT 10049

EC 01 0049 ED 010 928
Publ. Date Jul 66 5p.
Deaf and Hard of Hearing, Film Resources in the Area of Deafness and the Education of the Deaf.
California State Dept. of Educ., Sacramento
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials; films; deaf; hard of hearing; catalogs; Sacramento

Ten sources of films pertaining to the education of deaf and hard of hearing children are given in this report. Number of films and selected titles available from each source are listed. (MY)

ABSTRACT 10130

EC 01 0130 ED 017 110
Publ. Date 67 46p.
Physical Education and Recreation for the Mentally Retarded.
American Assn. Health, Phys. Educ., Recr., Washington, D. C
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS mf

Descriptors: exceptional child education; mentally handicapped; audiovisual instruction; physical education; recreation; audiovisual aids; instructional materials; annotated bibliographies; films; phonograph records; sound films; tape recordings; video tape recordings

This guide contains an annotated list of selected audiovisual materials in physical education and recreation for those working in the field of mental retardation. Information about the technical aspects, subject matter, and rental or purchase is provided for 32 films, 23 records, 16 tape recordings, and three slide presentations. This document was published by the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (TM)

ABSTRACT 10153

EC 01 0153 ED N.A.
Publ. Date Mar 67
Cross, B. G.
At Work and Play, Television in the Lives of the Deaf and the Hard of Hearing.
Alexander Graham Bell Assn. for Deaf, Washington, D. C.
Volta Review, Volume 69, 1967.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; teaching methods; deaf; lipreading; educational television; hard of hearing; closed circuit television; televised instruction; television; instructional television

Lipreading lessons geared for both the deaf and the hard of hearing have been pioneered in several parts of the country. Experiments with closed circuit television have concluded that it is as effective as a face to face situation for teaching beginning lipreading. The best position for face and lips of the lipreading teacher on TV is a three-quarter view of the face with either the neck or upper torso included in the picture to supply visual clues such as gestures, facial expressions, and reactions. Open circuit programs have also been used. Thirteen references are cited. This article was published in The Volta Review, Volume 69, Number 3, pages 203-207, March 1967. (RS)

ABSTRACT 10186

EC 01 0186 ED 018 031
Publ. Date Aug 65 121p.
Hennes, James D. and Others
The Illinois Television Project for the Gifted, a Combined Experimental and Demonstration Project to Test and Demonstrate Televised Enrichment Units for Students at Upper Elementary Levels. Final Report.
Illinois Univ., Urbana, Off. Instr. Resources
Central Illinois Instr. Television Assn., Urbana
EDRS mf,hc

Descriptors: exceptional child research; gifted; audiovisual instruction; enrichment; enrichment programs; academic enrichment; enrichment activities; astronomy; mathematics; geography; televised instruction; television; instructional television; video tape recordings; grade 5; grade 6; comparative testing; attitudes; changing attitudes; academic achievement; creativity; independent study; student reaction; demonstration projects

The results of an experimental project using three series of enrichment units are summarized in this report. Each project consisted of 12 half-hour videotape presentations in astronomy, mathematics, and geography. The lessons were presented to 570 gifted (average IQ of 124) fifth and sixth grade students who represented the upper 25 percent of the total fifth and sixth grade population. Control groups were established by having the children view two of the three series. Work in the project was voluntary, and no grades were given. The program operated completely apart from classroom context and did not involve teachers in any way. Viewers and nonviewers were compared in test performance reaction, attitude toward subject matter, and other factors. Results indicated that significant (.001 level of confidence) improvement in learned context occurred for all three courses. Pupils reported liking the lessons, but little or no difference in attitude or overt behavior was found between viewers and nonviewers. Few students reported any difficulty in keeping up with regular classroom work. The Creativity Aptitude of the student had little bearing on success in (achievement) or attitude toward the telecasts. Independent study ability was related to success in the course. Recommendations are made on selection of students who will view and methods of using the telecasts. Sample tests, questionnaires, and information on related studies are included. A bibliography lists 29 items. (RM)

ABSTRACT 10247

EC 01 0247 ED 018 047
Publ. Date 66 170p.
Stepp, Robert E.
Systems Approach in Deaf Education, Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, April 4-6, 1966).
Nebraska Univ., Lincoln, Teachers Coll.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; teaching methods; deaf; instructional technology; systems concepts; language arts; overhead projectors; instructional films; books; visual learning; auditory perception; teaching techniques; instructional media; media research; films; aural learning; hearing aids; instructional materials

Proceedings from the 1966 Symposium on Research and Utilization of Educational Media for Teaching the Deaf include keynote addresses and discussion papers. A summary of the conference's activities and purposes is followed by Robert Heinich's explanation of Application of Systems Concepts to Instruction. Discussion papers on instructional subsystems (projected materials, printed materials, and electronic resources) include Synthesizing Language Art Skills with the Overhead Projector by Alice A. Kent, 8mm Film and the Education of Handicapped Children by Joan Rosengren Forsdale, The Learner and the Printed Page--The Place of Graphics in a Learning System by Adrian B. Sanford, The Auditory Channel in the Education of Deaf Children by Robert Frisina, and a Rationale for Decision--Selecting the Right Tool for the Job by Robert M. Diamond. S.N. Postlethwait's description of A Multi-Faceted Approach to Teach-

ing is followed by Robert J. Schmitt's discussion paper on A Multi-Media Approach in the Classroom for the Deaf. Harriet Green Kopp's analysis of Applications of Systems Concept to Teaching the Deaf is included and a symposium discussion summary is provided by Marie Focht. Biographic information precedes each paper or address. Bibliographies and figures are sometimes given. Appendixes present the conference program and the roster of its participants. Explanations of the Library Survey Project and the Educational Research Information Center are appended. This document is the American Annals of the Deaf, Volume 111, Number 5, pages 596-703, November 1966. (JD)

ABSTRACT 10252

EC 01 0252 ED 018 912
Publ. Date 67 65p.
Gold, Milton J.
Hunter College Observation Television Center. Catalogue 67.
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; catalogs; kinescope recordings; elementary grades; secondary grades; language arts; early childhood education; foreign language films; mathematics; social studies; health; physical education, sciences; disadvantaged youth; team teaching; reading; testing; educational psychology; aurally handicapped; emotionally disturbed; physically handicapped; speech handicapped; aphasia; blind; minimally brain injured; cerebral palsy; handicapped children; Project English; Project True

The catalog lists and annotates 112 titles of lessons first recorded on videotape and then transferred to film as kinescopes. The lessons are filmed in a specially prepared classroom equipped with remotely controlled cameras and microphones. During recording the class and teacher are alone in the classroom. Kinescopes are included on early childhood education (three), foreign languages (one on junior high school, two on secondary), health and physical education (two on college, two on elementary), listening and speaking (four on elementary), mathematics (six), psychological foundations (three), elementary reading (15), school and community (three), science (two on elementary, three on secondary), and elementary social studies (seven). Films on special education are on aphasia (eight), blind (five), brain impaired (five), cerebral palsied (two), deaf and hard of hearing (five), emotionally disturbed (one), mental retardation (five), physically handicapped (four), and speech and language (two). Special projects on film are empathy projects (three), Project English and Project True (nine), elementary spelling (one), team teaching (three), testing (one on primary, one on elementary), and elementary writing (one). Eighteen lessons are listed as filmed with the disadvantaged. The kinescopes may be rented (some may be purchased) for use in pre-service or inservice teacher education programs by public and private universities, colleges, and secondary and elementary schools. (DF)

ABSTRACT 10316

EC 01 0316 ED 012 992
Publ. Date Apr 67 45p.
Neyhus, Arthur I.
Self Teaching in the Development of Speechreading in Deaf Children.
Institute for Language Disorders, Evanston, Illinois
OEG-32-23-0790-5002
EDRS mf,hc

Descriptors: exceptional child research; audiovisual instruction; aurally handicapped; teaching methods; autoinstructional methods; lipreading; deaf; hard of hearing; autoinstructional aids; instructional films; children

The effectiveness of motion picture films as a teaching device in the development of lipreading skills and the use of a cartridge-load, self-winding eight millimeter projector as a teaching tool were studied. It was hypothesized that deaf and hard of hearing children would learn prescribed vocabulary more quickly by autoinstructional film methods than by conventional methods. Eighty-nine deaf or hard of hearing subjects, ages 4 to 10, were divided into four age groups. Deaf subjects had a minimum hearing level of 65 decibels (American Standards Association). Hard of hearing subjects had a maximum hearing level of 64 decibels (American Standards Association). Subjects within each age group were divided into three experimental groups. Group 1 was taught by the films. Group 2 was taught by the teacher and then permitted practice with the films. Group 3 was taught by the teacher only. Results showed no significant difference between the three groups, although Group 1 achieved their maximum scores in the least amount of time. Good lipreaders learned well under all the conditions, while poor lipreaders showed little improvement in any group. The film procedure could be used as a tool for practice and drill, enabling the teacher to devote more of her attention to the slower pupil. A reference list has 30 items. (JB)

ABSTRACT 10390

EC 01 0390 ED 013 088
Publ. Date 67 111p.
Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. Volume 1, Films.
Devereux Foundation, Devon, Pennsylvania, Institute For Research and Training
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; professional education; mentally handicapped; emotionally disturbed; instructional films; counselor training; bibliographies; films; catalogs; children; adolescents; adults

Films selected as appropriate for use in university counselor training programs and in agency in-service training programs preparing staff to work with the mentally and emotionally handicapped are listed alphabetically by title. The 341 listings include brief annotations, film length, date of filming, film distributor, and whether the film is in color. Also included are a subject index to the films, a list of state mental health authorities, and a list of film distributors names and addresses. (RS)

ABSTRACT 10496

EC 01 0496 ED 015 607
Publ. Date Mar 67 53p.
Standards for Library-Media Centers in Schools for the Deaf, a Handbook for the Development of Library-Media Programs.
American Instructors of the Deaf, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials; instructional materials centers; libraries; library standards; deaf; school libraries; audiovisual centers; library equipment; library expenditures; library facilities; library materials; library services; personnel; professional training; special schools

Phase 1 of two projects on library services for the deaf was a survey of the status of library services in schools for the deaf. This report, phase 2, presents the results of the development and adoptions of library-media standards. A library--development and adoptions of library-media standards. A library-media center is defined as a collection of any materials for study and enjoyment, such as books, films, and records. Program principles, guidelines, and priorities are discussed as are personnel qualifications and preparation. The quantitative and qualitative aspects of the printed and audiovisual collections in library-media centers are presented. Quarters and equipment specifications are suggested for various locations. Annual expenditures for educational materials are recommended. This does not include textbooks, workbooks, equipment or supplies. Members of the standards committee are listed. (RS)

ABSTRACT 10523

EC 01 0523 ED 023 218
Publ. Date Mar 67 42p.
Kelly, J. C.
Audio-Visual Speech Reading; A Manual for Training the Hard-Of-Hearing in Voice Communication.
Illinois University, Urbana, Speech and Hearing Clinic
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; teaching methods; auditory training; audiovisual communication; auditory evaluation; auditory visual tests; lipreading; speech instruction; deaf; hard of hearing; auditory tests

Designed for persons involved in teaching the deaf and hard of hearing, the booklet provides training in the fundamentals of speech reading, a bisensory (eye plus ear) approach to communication. Basic principles in teaching speech reading are defined, including the advantages of recognition of sounds as opposed to description, use of audible and inaudible stimuli, advantages of contex-

tual exercises, benefits of group instruction, and teaching easier sounds first. Also provided are 20 voice communication lists designed to evaluate the amount of voice which may be sent or received by a patient and a test of visual recognition ability for determining lip reading skill. Directions for using both are stated. Lessons in speech reading are included, beginning with vowels and progressing through the visible consonants to connected speech. The lessons treat recognition training (exploring the characteristics of a sound), and drills with sounds, sound combinations, and words. (JB)

ABSTRACT 10758

EC 01 0758 ED 025 050
Publ. Date Aug 67 135p.
Johnson, Richard A.
A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded. Final Report.
Minnesota State Department of Education, St. Paul
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-5-16-035
BR-5-1000

Descriptors: exceptional child research; mentally handicapped; teaching methods; professional education; audiovisual instruction; open circuit television; inservice teacher education; pilot projects; demonstration projects; individualized instruction; class management; educational television; televised instruction; teacher improvement; program evaluation; behavior change

The project was developed out of recognition of the gap existing between formal training programs for teachers of the educable retarded and actual classroom teaching. In an attempt to provide meaningful inservice experiences to a large number of both urban and rural special class teachers at minimal per teacher expense, the Minnesota State Department of Education, in cooperation with an educational television station, produced four 30-minute programs which were broadcast at 3:30 p.m. and emphasized teaching for individual differences and behavior management. The programs were filmed in actual classes for the educable mentally retarded. A teacher evaluation form was sent to 315 educable class teachers in Minnesota and Wisconsin within broadcast range; on 11 questions relating to the ability of the programs to convey specific, salient aspects of classroom teaching of the mentally retarded, responses were significantly favorable (p equals .05 or p equals .01). Recommendations were for continuation of the project over a 2-year period with the production of 30 or more programs, and for procedural, technical, and professional changes which would improve program quality and make possible production at a lower per program expense. (Author/SN)

ABSTRACT 10820

EC 01 0820 ED 025 091
Publ. Date Sep 67 82p.
The Testing and Modification of Overhead Projection Transparencies for Special Use with Classes for the Deaf.
Texas Education Agency, Austin
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-53-6210-296 NDEA-A-P-1320
BR-5-0351

Descriptors: exceptional child research; aurally handicapped; audiovisual instruction; instructional materials; evaluation; audiovisual aids; transparencies; teacher developed materials; deaf; test results; children; cooperative planning; analysis of variance; statistical analysis

Transparencies for overhead projectors developed under the leadership of the Texas Education Agency for regular public school classes were modified for use with deaf students by five teachers in the Texas School for the Deaf and a total of 60 sets of modified and unmodified visuals (5,000 visuals) was made. Seven schools for the deaf in widely separated areas of the United States agreed to use both the modified and unmodified visuals on an experimental basis, in comparable classes (60 in all with 514 students), both classes having the same teacher. Student age, intelligence, and level of pretest performance were held constant statistically. Analysis of the pre- and posttest data by a statistician indicated no significant difference in achievement between experimental and control groups. There was, however, a highly significant difference between teachers on the subjects taught: earth science, p equals .0008; modern mathematics, p equals .00005; algebra, p equals .00005; geometry, p equals .00005; and world geography, p equals .00005. The project identified desirable modifications and some characteristics of high quality overhead transparencies for the deaf, and it was concluded that using a sizeable number of consultants in a cooperative approach to educational research is a successful and efficient method. (Author/SN)

ABSTRACT 10908

EC 01 0908 ED 026 751
Publ. Date Sep 66 147p.
Robinson, Jacques H. and Others
Bimodal Educational Inputs to Educable Mentally Retarded Children. Final Report.
American Institutes for Research, Silver Spring, Maryland, Communication Research Program
National Institutes of Health, Bethesda, Maryland
EDRS mf,hc
MH-10819-01 AIR-E-49-9/66-FR

Descriptors: exceptional child research; audiovisual instruction; mentally handicapped; learning; teaching methods; aural learning; intermode differences; reading comprehension; multisensory learning; educable mentally handicapped; visual learning; tape recordings; multimedia instruction; audio equipment; pacing; speech compression; instructional technology; retention; listening comprehension

The usefulness of paced auditory presentation combined with simultaneous visual presentation of lesson material was examined as a technique of improving reading skills in the educable mentally handicapped. A 30-day instructional period involved four groups of students (IQ's 58 to 86, ages 12-11 to 17-11). The groups were as follow: a machine audio group (MAud) exposed to rate controlled taped material by audio means alone; a machine audiovisual group (MAV) that received visual copy and also listened to the taped recordings; a teacher audiovisual group (TAV) using bimodal stimulation; and a control group (C). Materials were recorded and presented at appropriate rates of presentation by means of a tempo regulator, a machine which varies rate without pitch distortion. Results indicated little impact of the experimental procedures on the standardized pre-post test measures; however, daily comprehension measures favored the bimodal presentation modes, particularly the MAV group. Some trend favoring slowed presentations was evident. The subjects demonstrated significant retention of instructional material after a 1-month interval, and significantly higher performance on a relearning measure than on initial presentations, after a 2-month interval. (Author/JD)

ABSTRACT 11048

EC 01 1048 ED N.A.
Publ. Date Sep 68 88p.
Pilch, Mary M.
Special Education for the Gifted through Television; Syllabus 1968-69, A Compendium of Information about a Special Educational Television Program Organized and Developed for Challenging the Productive-Divergent Thinking Potential of Gifted Students in Grades 5-6-7.
Educational Research and Development Council of Northeast Minnesota, Duluth
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-3-7-7-03260-4955 P-OE-67-03260-1

Descriptors: exceptional child education; gifted; audiovisual instruction; television; teaching methods; televised instruction; educational television; television curriculum; creative thinking; inservice teacher education; films; productive thinking; population trends; educational needs; health needs; communications; transportation; instructional materials; art appreciation

The use of instructional television and the advantages of a series about man and his future developed for gifted students in grades 5, 6, and 7 are described; the differences between the three related areas, content, process, and inservice, are mentioned, and the dates, times, titles, and instructors of programs are given. A model for teaching productive-di-

vergent thinking developed by Frank E. Williams lists 23 teaching strategies which are discussed. Synopsis of the 54 half-hour programs comprising the series, (18 programs in each of the three areas), are provided. Content and process areas designed for students are organized according to theme, film data, film concepts, vocabulary, provocative questions, concepts emphasized, and strategies demonstrated while an interpretation and discussion of strategies is given for the inservice shows. Programs cover the following topics: the need for space to control population explosion and to implement new communication systems, and the need for exploration of outer space and transportation problems, health needs, the problem of adequate education for a complex society, and the search for beauty. (RP)

ABSTRACT 11116

EC 01 1116 ED 028 565
Publ. Date Jan 68 52p.
Goforth, E. Jack
Suggestions and Guidelines for Development of Television Facilities in Schools for the Deaf.
Southern Regional Media Center for the Deaf, Knoxville, Tennessee
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf Branch;
Tennessee University, Knoxville, College of Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; instructional technology; educational television; instructional television; closed circuit television; open circuit television; deaf; educational specifications; media technology; models; systems analysis; equipment; estimated costs; classrooms; campuses; regional programs; national programs; personnel; educational facilities

The various combinations of television equipment suitable for use in deaf education are described in terms of the systems used. The classroom system would consist of two cameras, a videotape recorder, a special effects generator for captioning, and a monitor of sufficient size for classroom viewing. The campus system would have the same capabilities but would be of broadcast quality, requiring a full time manager. The regional system would necessitate establishment of a regional captioning center as an interim project, to be manned by professional staff which would create needed program packages and engage in research and design of software. The national system would provide for electronic captioning for open circuit television. For all the above systems, technical aspects are considered, and operating and equipment costs are estimated. Staff requirements are specified for campus and regional systems, and equipment layouts are provided for all but the national system. (JD)

ABSTRACT 11146

EC 01 1146 ED N.A.
Publ. Date Apr 67 29p.
McMahan, Marie
Educational Media Center; The Library's New Book.
Western Michigan University, Kalamazoo, Educational Resources Center
Nebraska University, Lincoln, Teachers College, Department of Educational Administration;
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf
EDRS not available
Paper Prepared for Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, April 10-12, 1967).

Descriptors: exceptional child services; aurally handicapped; instructional materials; deaf; instructional materials centers; school libraries; audiovisual aids; equipment evaluation; cataloging; library services; equipment maintenance; equipment storage; equipment utilization; library facilities; library circulation; library technical processes

The use of the educational media center in the education of the deaf is discussed. Supportive services of such a center are described, including selecting materials and equipment for purchase and classifying and cataloging, storing, scheduling, distributing, maintaining, and processing and inventorying materials and equipment. Utilization of instructional materials as another service of the center is discussed in terms of helping teachers and pupils select and utilize material, and also helping them produce media. Center facilities listed include reading areas, storage spaces, independent learning areas, office space for members of the media staff, and areas for work, circulation, teacher preview, equipment, production, and classroom-workshop. A table is provided summarizing the major quantitative standards for school library programs. (JD)

ABSTRACT 11147

EC 01 1147 ED N.A.
Publ. Date Apr 67 16p.
Jackson, William D.
Media Production Facilities in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center for the Deaf
Nebraska University, Lincoln, Teachers College, Department of Educational Administration;
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf
EDRS not available
Paper Prepared for Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, April 10-12, 1967).

Descriptors: exceptional child education; aurally handicapped; instructional materials; audiovisual aids; educational needs; special schools; books; films; deaf; school libraries; instructional materials centers; material development; photography; display panels; educational equipment; library services

Past and present inadequacies of instructional facilities are reviewed with emphasis placed upon present facilities and recent relevant federal legislation for the deaf. Commercially produced materials are criticized and the need for modification and production of media is presented. Characteristics of schools for the deaf to be considered in developing a framework for local production are listed; three phases are then proposed for the development of facilities for media production, including preplanning, setting up, and implementing the program. Specifications are given for the facilities themselfves, and the following production techniques are explained: illustration, preservation, identification, duplication, photography, and display. (JD)

ABSTRACT 11330

EC 01 1330 ED N.A.
Publ. Date Nov 67 118p.
The Educational Media Complex; Symposium on Research and Utilization of Educational Media for Teaching the Deaf (3rd, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University Teachers College, Lincoln, Department of Educational Administration
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf
EDRS not available
American Annals of the Deaf; V112 N5 P636-754 Nov 1967

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; educational equipment; media technology; audiovisual coordinators; library reference services; information utilization; instructional materials centers; instructional media; inservice teacher education; administration

Papers from a symposium held to facilitate application of technological development of scientific equipment suitable for instruction are given. Included are a report from Captioned Films for the Deaf and discussions on instructional materials centers, the library as an educational media center, audiovisual programs, media personnel and deaf schools, implementation of media programs in deaf schools, and the purpose of educational media in the learning process. A small school instructional materials center's diffusion of innovations for learning is described as well as an inservice education program for teachers of the deaf and media production facilities in schools for the deaf. The symposium discussion summary, program, and roster are included. (SN)

ABSTRACT 11521

EC 01 1521 ED 029 423
Publ. Date Mar 69 84p.
Meyen, Edward L. and Others
The Use of Overhead Projection in Classrooms for the Mentally Retarded.

Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department of Public Instruction, Des Moines;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; audiovisual aids; overhead projectors; equipment maintenance; transparencies; teacher developed materials; freehand drawing; projection equipment; instructional materials; equipment utilization; material development

The need for visual presentation in classes for the mentally retarded is presented, and projector operation and maintenance are described. Transparency production and design are considered, and teaching with the overhead projector is discussed. (JD)

ABSTRACT 11568

EC 01 1568 ED N.A.
Publ. Date Sep 67 11p.
Films on Hearing and Deafness.
Alexander Graham Bell Association for the Deaf, Washington, D. C.
EDRS not available
Volta Review; V69 N7 P446-56 Sept 1967

Descriptors: exceptional child education; aurally handicapped; instructional materials; audiovisual instruction; deaf; hard of hearing; bibliographies; filmstrips; films

In response to numerous inquiries about films pertaining to certain aspects of deafness, education of the deaf, and teacher recruitment, a list of 72 films and filmstrips currently available for sale or rent is presented. The name of each film is followed by information regarding size of films, color, length, sound, and purchase or rental price. There is a brief summary of content and an address from which each film may be obtained. Indication is made as to whether the film is of special interest to medical personnel, educators, therapists, parents, school children, or the general public. (JB)

ABSTRACT 11782

EC 01 1782 ED N.A.
Publ. Date Feb 68 4p.
Ucer, Erol and Others
Utilizing Film Therapy with Emotionally Disturbed Retardates.
EDRS not available
Mental Retardation; V6 N1 P35-8 Feb 1968

Descriptors: exceptional child education; emotionally disturbed; mentally handicapped; psychotherapy; multiply handicapped; educable mentally handicapped; behavior change; films; group therapy; audiovisual aids; institutionalized (persons)

To investigate the use of sound films as a therapeutic technique, films dealing with adolescent development from a mental health library were utilized. The subjects were 49 male emotionally disturbed retardates (ages 18 to 45, IQ's 40 to 84) in a psychiatric treatment unit at a state home and training school. Films 20 to 30 minutes long were shown weekly. A discussion period conducted by a therapist followed. Motivation of both patients and staff appeared improved as a result. Patients were less hostile and tensions decreased as they gained insights into their emotional problems and tried to control their behavior. However, the underlying condition of mental retardation was not improved by the film therapy. (SE)

ABSTRACT 11924

EC 01 1924 ED N.A.
Publ. Date 65 240p.
Schultz, Morton J.
The Teacher and Overhead Projection. A Treasury of Ideas, Uses and Techniques.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Descriptors: exceptional child education; audiovisual instruction; instructional materials; teaching methods; language arts; mathematics; art; music; physical education; reading; sciences; social studies; homemaker education; languages; industrial arts; vocational education; business education; overhead projectors; audiovisual aids; teacher developed materials; transparencies

Overhead projector design, effective use, placement, and maintenance are described. Working with transparency materials is described and mounting and designing transparencies are discussed. Classroom use is detailed for the following subjects areas: science, mathematics, reading, language arts, social sciences, foreign languages, vocational training and industrial arts, business education, art and music, and others. An appendix lists manufacturers of equipment and materials for overhead projection. (RK)

ABSTRACT 11996

EC 01 1996 ED 031 028
Publ. Date Mar 68 112p.
Habilitation through Media.
Tennessee University, Knoxville, Department of Special Education and Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-2-7-000235-0235

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; vocational rehabilitation; audiovisual aids; vocational education; television; programed instruction; projection equipment; overhead projectors; rehabilitation centers; vocational counseling; occupational information; personal adjustment; equipment evaluation

Introductory remarks on the multiply handicapped deaf and on media precede an address by Arthur G. Norris on the use of media in the vocational education of the deaf. Also presented are discussions of video technology, programed instruction, projected materials and equipment, the overhead projector, and special devices and materials. Audiovisual media in a rehabilitation center, implications of media for rehabilitation personnel, and comments on these topics are considered; demonstrations are reported in vocational education or training, personal adjustment, occupational information, and applying for a job. Also included are the following: a committee report on materials evaluation, sources of materials, panel reactions and comments, recommendations from group discussions, a workshop summary, and a roster of planning committee and workshop members. (RJ)

ABSTRACT 12100

EC 01 2100 ED N.A.
Publ. Date Feb 68 3p.
Driscoll, John
Educational Films and the Slow Learner.
EDRS not available
Mental Retardation; V6 N1 P32-4 Feb 1968

Descriptors: exceptional child research; mentally handicapped; audiovisual instruction; teaching methods; learning characteristics; educable mentally handicapped; student attitudes; instructional films; secondary school students; concept formation

Three varied films designed to test film learning abilities were shown to 402 mentally retarded children in 21 junior and senior high public schools (mean ages 13-2 and 15-10, mean IQ's 67.9 and 69.2 respectively). All children were tested orally and individually in the categories of factual learning, attitudinal learning, and concept learning. Pre-post gains on factual learning questions for all three films were significant beyond the .001 level. Pre-post differentials for attitudinal learning were highly significant; concept learning was measured only in posttesting with adequate to good results. Conclusions drawn from the results were as follows: story films can teach concepts of behavior effectively; films need not be short; animation does not teach better than live photography; story line is more important than humor and audio and visual cueing; and color is no more effective than black and white. Further conclusions were that retarded children could generalize rules of behavior from ideas and stories presented visually; children of very limited intelligence could describe filmed actions but could not derive concepts; and factual learning increased when the film was shown twice. (LE)

ABSTRACT 20149

EC 02 0149 ED N.A.
Publ. Date Nov 69 16p.
Ferguson, Donald G.
Teacher Assessment of Project Hurdle.
EDRS not available
American Annals of the Deaf; V114 N5 P946-61 Nov 1969

Descriptors: exceptional child education; aurally handicapped; instructional materials; teacher attitudes; instructional media; multimedia instruction; program evaluation

To determine the effects of Project Hurdle, questionnaires completed by 148 teachers of the deaf were analyzed. The project intended to indicate the promise of educational media, to implement new uses of media, and to instruct in the utilization of new equipment. The findings were that the overhead projector received much greater utilization after the project (47% gain in great frequency of usage); use of the heat copier and dry mount press increased; use of lettering sets and photographic equipment did not show unusual gains; and the chalkboard was used less because of the substitution of other media. In general, all equipment included received greater utilization, and availability usually increased. After the project, the majority of the teachers felt that their teaching had improved or that educational media were effective supplements, and 93% felt that awareness of possibilities had increased. Comments were mixed, however, and examples are included as are tables of findings. (JM)

ABSTRACT 20203

EC 02 0203 ED N.A.
Publ. Date Nov 66 3p.
Withrow, Frank B.
Status of 8mm Motion Pictures in the Classroom.
EDRS not available
Volta Review; V68 N9 P670-2 Nov 1966

Descriptors: exceptional child education; aurally handicapped; films; audiovisual aids

Educational films are discussed with emphasis on the advantages of and problems with 8 millimeter films. (RJ)

ABSTRACT 20788

EC 02 0788 ED 029 973
Publ. Date Dec 68 43p.
Sandhofer, Richard G.; Nichols, Jack L., Ed.
The Development of Specialized Educational Programs for Poor Learners for Use in Non-Educational Settings. Final Report.
Minneapolis Rehabilitation Center, Inc., Minnesota, Research and Development Division
Office of Education (DHEW), Washington, D. C.;
United Fund of Minneapolis, Minnesota
EDRS mf,hc
OEG-6-85-088
BR-5-0191

Descriptors: exceptional child education; adult vocational education; audiovisual instruction; autoinstructional aids; autoinstructional programs; experimental programs; individualized instruction; job skills; job training; material development; custodial training; program descriptions; programed instruction; machinists; slow learners; vocational rehabilitation; vocational education; instructional materials

Automated audio visual vocational training courses for duplication machine operator and janitor occupations are presented for poor learners to use in rehabilitation centers, state hospitals, etc. A description of program development includes: surveying pertinent literature in the field of program learning of occupations; visiting business and industrial concerns to determine trainee responsibilities; training curriculum development personnel; preparing, testing and revising subject matter; selecting a presentation system; intergrating the content and presentation system; and monitoring trainee performance in the completed program. The teaching system used contains programed question and response booklets, tape recordings, color slides, structured practice, and human supervision. The conclusion that programs imparted the necessary skills to poor learners, and could be effectively used in non-educational setting is made. Individualized vocational training for poor learners is noted to have some distinct advantages, along with techniques used with similar job training programs for other occupations. The development and reproduction of the programs is reported to be time-consuming, difficult and costly. (FP)

ABSTRACT 20943

EC 02 0943 ED 032 668
Publ. Date 68 47p.
1968 Summary Report; Implications for the Use of Television in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center for the Deaf
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; educational television; audiovisual aids; broadcast reception equipment; production techniques; special schools; televised instruction; engineering technology; broadcast industry; program planning; closed circuit television; video tape recordings; engineering technicians; copyrights

The report of a seminar for educators of the deaf on educational television considers sources of programs, copyright problems, cooperative agencies, and sources of financial support. A discussion of technology explores origination facilities and equipment, distrubution systems, display systems and special considerations, videotape compatibility, the implications of color, and portable and special equipment. Descriptions of programs utilizing television are presented by the National Technical Institute for the Deaf, the Arkansas School for the Deaf, and the Tennessee School for the Deaf. Suggestions pertinent for program planning are included. (RJ)

ABSTRACT 21116

EC 02 1116 ED 025 593
Publ. Date 67 196p.
Annotated Bibliography of Instructional Media; Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; annotated bibliographies; audiovisual aids; business education; conference reports; instructional materials; educational resources; graphic arts; home economics; instructional media; metal working occupations, occupational guidance; vocational education; woodworking; evaluation; Workshop for Improving Instruction of the Deaf

The purpose of this bibliography is to identify and to annotate the sources which can be helpful in presenting materials to deaf students and to reinforce learning in various vocational areas. Vocational resources for selected areas of vocational education were reviewed, evaluated, and annotated by two committee members in each of the following sections: graphic arts, metals, woods, home economics, and business education. Committee members were qualified vocational teachers of the deaf, each having an average of 20 years of experience in the field. Committee members reviewed over 700 resource items including films, filmstrips, slides, transparencies, practice kits, perceptoscope programs, flat pictures, cartridge films, bulletins, and course outlines. Of this number, 61% were recommended as instructional or informative media to be used in classrooms for the deaf. Related documents are VT 005 014 and VT 005 015. (CH)

ABSTRACT 21154

EC 02 1154 ED N.A.
Publ. Date 70 5p.
Brown, Jerome; Arkebauer, Herbert J.
Using the Language Master with Hearing Impaired Children.
EDRS not available
Teaching Exceptional Children; V2 N2 P81-5 Win 1970

Descriptors: exceptional child research; aurally handicapped; instructional materials; teaching machines; audiovisual aids; programed instruction; self pacing machines; autoinstructional aids; language instruction; vocabulary development; Language Master

The use of the Language Master machine for vocabulary instruction with hearing impaired children was examined to compare its effectiveness with traditional teaching procedures. The results showed no significant differences in vocabulary gains between the two methods, but the authors suggested that the use of the Language Master provides the additional advantages of freeing the teacher from certain routine activities, and enabling the child to assume increased independence and participation in the learning process. (RD)

ABSTRACT 21455

EC 02 1455 ED 034 334
Publ. Date Feb 69 130p.

Workshop II: Video Technology & Programs for the Deaf; Current Developments & Plans for the Future.
Southern Regional Media Center for the Deaf, Knoxville, Tennessee;

Tennessee University, Department of Special Education And Rehabilitation
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional television; video tape recordings; electronic equipment; media technology; educational objectives; programed instruction; deaf education; equipment utilization; teacher education; parent education; public affairs education

The Workshop on Video Technology (1969) sponsored by the Southern Regional Media Center for the Deaf explored uses of video technology in deaf education. An introductory lecture points out the potential effectiveness of video technology for gearing programs to individual needs, specifically the needs of the deaf. The necessity for formulating specific objectives in utilizing video hardware, as opposed to random experimentation is considered, and practical experience in industry is outlined in a presentation which describes the use of videotape in training personnel in a telephone company. Limitations and advantages of using videotape in deaf education, and demonstrations presented by institutions of deaf education concerning application of video technology in equipment, techniques for the classroom teacher, and the use of closed circuit television are discussed. A final paper summarizes the workshop in terms of current progress and suggested areas for research. (JB)

ABSTRACT 21599

EC 02 1599 ED N.A.
Publ. Date Feb 70 5p.
Altschuler, David
Use of Video Tape in Programs for the Deaf.
EDRS not available
Volta Review; V72 N2 P102-6 Feb 1970

Descriptors: exceptional child education; aurally handicapped; video tape recordings; instructional media; remedial programs; educational technology; programed instruction; audiovisual instruction; visual learning

The video tape recorder can be used effectively in the education and rehabilitation of deaf persons. Although it has limitations and is costly, the results obtained are worthwhile when used as a part of a learning, rehabilitation, or counseling program. It reportedly permits the individual to see himself as others see him, and also to evaluate his own progress. Students who participated in planning the tape, as well as taking part, gained the most from the experience. Video tape has a great potential when used efficiently and intelligently. (Author)

ABSTRACT 21778

EC 02 1778 ED 035 157
Publ. Date 68 65p.
Mental Retardation Film List.
National Library of Medicine, Bethesda, Maryland;
National Institute of Health, Bethesda, Maryland;
Public Health Service (DHEW), Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; films; bibliographies; audiovisual aids

A list of films on mental retardation includes titles, publication information, physical descriptions, language revisions when other than English, series reference, technical description of film content, sale source, and distributor. Films intended for the general public are grouped under the heading Nonprofessional; others are listed as Professional. A distributor list is also provided. (RJ)

ABSTRACT 21809

EC 02 1809 ED N.A.
Publ. Date Nov 69 4p.
Viggiani, James C.
The Use of Photography to Enhance Learning in the Classroom.
EDRS not available
Special Education in Canada; V44 N1 P13-6 Nov 1969

Descriptors: exceptional child education; audiovisual aids; photography; films; teaching methods; instructional materials; educational technology; multisensory learning

The need for a multisensory approach to learning is emphasized with data describing the present influence of television on the child, the nature of effective learning experiences, and the results of a study using educational films to teach slow learners. Information concerning the use of eight millimeter films and photographs in the classroom includes teaching objectives, recommended areas of use, and factors to be considered in producing teacher-made films for classroom use. (RD)

ABSTRACT 21831

EC 02 1831 ED N.A.
Publ. Date Mar 70 5p.
Bolesta, Burl
Multimedia in the Preschool.
EDRS not available
Volta Review; V72 N3 P175-9 Mar 1970

Descriptors: exceptional child education; aurally handicapped; instructional materials; multimedia instruction; preschool programs; audiovisual aids; overhead projectors; film strips

The multimedia approach in preschool programs is described. Effective teaching aids discussed are teacher prepared transparencies, slides, flash cards, flannel board, films, books, and clay. Ideas for using the aids are incorporated. (JM)

ABSTRACT 22187

EC 02 2187 ED 037 839
Publ. Date 67 242p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: The Educational Media Complex (Nebraska Center for Continuing Education, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University, Lincoln, Department of Educational Administration
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials centers; program development; deaf; multimedia instruction; inservice teacher education; instructional films; material development; audiovisual aids; educational technology; equipment; program administration; media specialists; program planning; school libraries

Papers consider the problems of combining library science and audiovisual education into educational media complexes, or instructional materials centers (IMC's), in schools for the deaf. Areas covered include the concept of such centers, their relationship with the school library, and the personnel, equipment, materials, and production facilities required. Existing library programs are reviewed and implementation of media programs is discussed. Inservice teacher education in the use of media is also treated, as are the role of the small IMC in diffusing educational innovations and the purpose of educational media in the learning process. (JB)

ABSTRACT 22780

EC 02 2780 ED N.A.
Publ. Date Feb 69 36p.
Catalog of Captioned Films.
University of Southern California, Los Angeles, National Information Center for Educational Media
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
National Information Center for Educational Media, University of Southern California, Los Angeles, California 90007.

Descriptors: exceptional child services; aurally handicapped; films; library services; directories; instructional films; legislation; depository libraries; deaf; agriculture; guidance; education; health; history; mathematics; sciences; social studies; economics; language arts; religion; physical education; fine arts; geography; sociology; business; civics; political science; safety; home economics; industrial arts; literature; psychology; natural sciences; physical sciences; Public Law 85-905; Captioned Films for the Deaf Program

Legislation establishing a loan service for captioned films, the obligations of borrowers, and the three major distribution libraries are discussed, and 60 film depositories are listed by state. Film titles are arranged in an alphabetical title section which provides information on color, length, sound track, appropriate grade level, and producers, and in a subject

section which covers these areas: agriculture, biography, business and economics, civics and government, education, English language, fine arts, U.S. and world geography, guidance, health and safety, U.S. and world history, home economics, industrial arts, literature, mathematics, physical education, psychology, religion and philosophy, science, natural and physical science, social science, and sociology. (RJ)

ABSTRACT 22904

EC 02 2904 ED 040 556
Publ. Date Aug 69 62p.
Aldredge, Henry P.
An Investigation to Determine the Effectiveness of Short Concept Films in the Instruction of Handicapped Students. Final Report.
Georgia State Department of Education, Atlanta, Office of Vocational Rehabilitation
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-4-9-202070-008-032
BR-20-2070

Descriptors: exceptional child research; handicapped; instructional films; job training; adults; audiovisual instruction; vocational rehabilitation; evaluation methods; repetitive film showings; evaluation; young adults

To determine if short concept films (SCF) are effective tools for assessing the potential of handicapped students for training and work, 135 students at a rehabilitation center were studied. Instructions for how to perform two jobs in jewelry engraving were given verbally by an evaluator, by a color-sound film, a color no-sound film, and by black and white sound and no-sound films. The five treatments were alternated weekly until a total of 27 students were exposed to each treatment. Results revealed the following: the SCF had little effect on the total time students spent on the job sample; instructional time was reduced by as much as two thirds when films were used; more instructional time was spent with students when they used the no-sound films; black and white no-sound films required the greatest number of repeated instructions; and color-sound films were judged most effective of the films. (Author/RJ)

ABSTRACT 22950

EC 02 2950 ED N.A.
Publ. Date 70 5p.
Magner, Marjorie E.
The Use of Audio Tape Recording in the Speech Program at Clarke School for the Deaf.
EDRS not available
AOEHI Bulletin; V1 N2 P31-5 Spr 1970

Descriptors: exceptional child education; aurally handicapped; deaf; instructional technology; speech therapy; phonotape recordings; audiovisual instruction

The use of audio tape recording (ATR) in a speech program for deaf children is described. The following five ATR uses are explained: a semiannual intelligibility test and speech record; systematic in-class recordings of each child's speech; teacher prepared recordings; story tape recordings, and letter tapes to and from the children's families. (JD)

ABSTRACT 23211

EC 02 3211 ED N.A.
Publ. Date 70 6p.
Feldhusen, John F. and Others
Developing Creative Thinking: The Purdue Creativity Program.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Journal of Creative Behavior; V4 N2 P85-90 Spr 1970

Descriptors: creative thinking; instructional programs; creativity research; program evaluation; elementary school students; audiovisual instruction; Purdue Creativity Program

The Purdue Creativity Program consisting of audio tapes and printed exercises is described. Examples of exercises are given. Three research studies of the effectiveness of the Purdue Creativity Program are discussed. (MS)

ABSTRACT 23453

EC 02 3453 ED 041 417
Publ. Date Mar 69 67p.
Dallenbach, Jan F.; DeYoung, Kenneth N.
Special Education for the Gifted through Television.
Educational Research and Development Council of Northeast Minnesota, Duluth
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-3-7-703-260-4955
BR-67-3260

Descriptors: exceptional child research; gifted; televised instruction; teaching methods; educational television; audiovisual instruction; achievement; elementary school students; ability identification; rural education

A project was undertaken to study the effects of in-school television programs on gifted 5th and 6th grade students in rural northeastern Minnesota. Ten in-service training workshops on the education of the gifted were held, and T.V. programs were developed (one series for the students on content, another stimulating thought processes). A battery of pre and posttests were administered to 1556 gifted students, and statistical analyses of comparisons between the pre and post-test results and between the control and experimental groups are included. Numerous descriptive, inferential, and cluster analyses were made. On four posttests, certain subgroups of students exposed to the T.V. programs showed greater average gains than the control students, while in five instances, certain categories of the experimental students made smaller average gains. Schools' reactions were also surveyed by questionnaire, and the resulting conclusions and extrapolated recommendations are presented. (KW)

ABSTRACT 23460

EC 02 3460 ED 041 422
Publ. Date Aug 68 102p.
Adams, Sarah R., Ed.
Utilization of Educational Television for Teaching of the Handicapped. Proceedings of the Institute on Educational Television for Teaching the Handicapped, August, 1968.
State University of New York, Albany, State Educational Department
EDRS mf,hc

Descriptors: exceptional child education; educational television; audiovisual instruction; conference reports; educational technology; production techniques; systems development; material development

Proceedings of the Educational Television Institute include the following topics: the potential of instructional television by Richard Barnes and Mitchel Chetel; the school television production center at Port Jefferson High School in New York State, described by Joseph Thom; Peter Derr's comments on classroom television; applied instructional technology by Ira Perelle; input output problems of educational television by Jeanne Davis; and the future of television for special education by E. Jack Goforth. A conference summary and evaluation are provided. (JD)

ABSTRACT 23504

EC 02 3504 ED N.A.
Publ. Date Sep 70 2p.
Barksdale, Mildred W.
Clearinghouse: Student Evaluation of Films Used in a Teacher Education Program.
EDRS not available
Exceptional Children; V37 N1 P39-40 Sep 1970

Descriptors: teacher education; instructional films; evaluation; mentally handicapped

Undergraduate and graduate education students rated films used in special education courses. Twenty-four films are rated on a scale of excellent, above average, average, or poor in the areas of value of subject matter, timeliness, treatment, length, and appropriateness. (KW)

ABSTRACT 23561

EC 02 3561 ED 042 294
Publ. Date Jun 68 53p.
Withrow, Frank B.; Brown, Donald W.
An Experimental Program of Language Development Using a Systematic Application of Audio-Visual Aids to Reinforce the Classroom Teacher's Program for Children with Impaired Hearing. Final Report.
Illinois School for the Deaf, Jacksonville
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-6-19-074

Descriptors: exceptional child research; aurally handicapped; language development; audiovisual instruction; lipreading; instructional films; teaching methods; program descriptions; Illinois Communication Scale

Three hundred and six 8mm cartridge-type films were produced to provide deaf children instruction in and practice with noun vocabulary, question forms, prepositions, and speechreading. Films were placed in 12 classes. Method of presentation and time spent was determined by individual teachers, most of whom had attended a three-day orientation workshop. Group I, consisting of 38 children (median age 8.6) worked with the projectors and language films similar to but not a part of the experimental films for one year. Group II (43 children, median age 7.6) used the experimental films for one year. Group III (29 children, median age 6.6) used both groups of films during two years. To determine progress in speechreading ability, the Illinois Communication Scale (Form B) was administered to each class before and after each year. Group III showed a 50% improvement in speech reading ability over the two years. Group I improved 21.74% while Group II showed 12.00% improvement. Reasons suggested for this are differences in intelligence, previous education, and age, and greater similarity than had been thought between the experimental and non-experimental films. The major criticism related to content (unrelated noun vocabulary). Appendixes include the Illinois Communication Scale and the Evaluation questionnaire. (KW)

ABSTRACT 30032

EC 03 0032 ED 043 158
Publ. Date Jun 70 7p.
McLean, James E.
Stimulus Shift: A Demonstration Motion Picture. Final Report.
Kansas University, Lawrence, Bureau Of Child Research
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-9-262019-2325(032)
BR-26-2019

Descriptors: exceptional child research; speech handicapped; articulation (speech); speech therapy; audiovisual aids; professional education; instructional films; film production

The purposes of the project described were to demonstrate the use of innovative stimulus shift techniques in articulation and language training, and to experiment with use of motion picture photography in the education and instruction of clinicians and therapists working with speech handicapped children. A 37-minute sound color film was produced showing clinical procedures as applied to two subjects involved in articulation speech therapy. The procedures demonstrated were developed for mentally handicapped children, but are appropriate for all clinical subjects. (KW)

ABSTRACT 30050

EC 03 0050 ED N.A.
Publ. Date 69 66p.
Standards for School Media Programs.
American Association Of School Librarians, Chicago, Illinois;
National Education Association, Washington, D. C., Department Of Audiovisual Instruction
EDRS not available
American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.00).

Descriptors: instructional materials centers; instructional media; media specialists; standards; guidelines; audiovisual centers; educational facilities

National standards are presented to provide guidelines for media programs of good quality and to establish criteria for the media services, resources, and facilities in the educational process. The term media is used to refer to printed and audiovisual forms of communication and their accompanying technology. The standards, applying to schools with 250 or more students, describe services and note requirements for the staff, resources (size and expenditures), materials (selection, accessibility, and organization), and facilities needed to implement an effective media program. The document is directed to such a program at the individual school level. (KW)

ABSTRACT 30073

EC 03 0073 ED N.A.
Publ. Date 68 44p.
Jackson, William D.
1968 Summary Report: Implications for the Use of Television in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
EDRS not available
Southern Regional Media Center For The Deaf, University Of Tennessee, Knoxville, Tennessee 37916.

Descriptors: exceptional child education; aurally handicapped; deaf; conference reports; educational technology; educational television; televised instruction; program planning; audio equipment; teaching methods; National Technical Institute for the Deaf; Arkansas School for the Deaf; Tennessee School for the Deaf

Three presentations from a seminar on use of television in deaf education are summarized. In discussing programs, Dale Ouzts considers sources of software, copyright problems, cooperative agencies, and sources of support. Norman R. Seliger discusses basic technology including origination facilities and equipment, distribution systems, display systems and special considerations, videotape compatibility, implications of color, and portable and special equipment. Utilization of television in deaf education at the National Technical Institute for the Deaf, Arkansas School for the Deaf, and Tennessee School for the Deaf is described by Jon Rawleigh, Roy Parks, and W. Lloyd Graunke respectively. Suggestions of three discussion groups and participants are listed. (MS)

ABSTRACT 30074

EC 03 0074 ED N.A.
Publ. Date 69 122p.
Jackson, William D.
1969 Summary Report: Video Technology in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
Southern Regional Media Center For The Deaf, University Of Tennessee, Knoxville, Tennessee 37916.

Descriptors: exceptional child education; aurally handicapped; deaf; conference reports; educational technology; teaching methods; televised instruction; audio equipment; video tape recordings; instructional media; equipment utilization; educational television

Ideas and experiences from a workshop on video technology for educators of the deaf are presented. Aspects of video technology emphasized are potential uses, unique applications, problems and limitations, and new developments and trends. Specific topics of various sessions included are instructional media and the individual student in the 1970s, developing appropriate objectives, practical uses of videotape in industry, limitations and difficulties, applications, and instructional television for the deaf (including a plan for systematic experimentation and development). Also included are examples of utilization and demonstrations from several schools, as well as a demonstration of captioning equipment. Participants are listed. (MS)

ABSTRACT 30132

EC 03 0132 ED N.A.
Publ. Date 70 372p.
Hicks, Doin
Lesson Guides for Captioned Films, VI. Callier Edition.
Workshop For The Development And Evaluation Of Caption Scripts And Study Guides For Educational Films, Dallas, Texas
Callier Hearing And Speech Center, Dallas, Texas;
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
OEC-0-70-4346(611)
Media Services And Captioned Films Branch, U. S. Office Of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Descriptors: exceptional child education; aurally handicapped; instructional films; study guides; audiovisual aids; instructional aids; lesson plans

The guide summarizes captioned films for the deaf, explains their instructional purposes, and suggests preparation, followup, and resource materials. Study guides are provided for films in the following areas: primary, intermediate, advanced, art, guidance, health, language arts, physical education, science, social studies, and vocational education and business economics. (JD)

ABSTRACT 30144

EC 03 0144 ED N.A.
Publ. Date 67 649p.
Hendershot, Carl
Programed Learning: A Bibliography of Programs and Presentation Devices. Fourth Edition.
EDRS not available
National Society For Programed Instruction, Trinity University, 715 Stadium Drive, San Antonio, Texas 78212 ($27.00-2 Volumes).

Descriptors: programed instruction; programed materials; bibliographies; annotated bibliographies; directories; audiovisual aids; autoinstructional programs; instructional materials; multimedia instruction

In the format of two separate volumes in loose leaf binding, the bibliography of resources in programed materials provides the following information for items covering a full range of age levels and subjects: title, author, publisher, approximate hours or number of lessons, ability level, price, and supplementary descriptions. Volume One contains a comprehensive listing of programs by subjects, a directory of publishers, and a table of contents for the entire document. Volume Two includes programs listed by publishing companies, devices assisting in the presentation of programs (multi-media instruction, audiovisual equipment and materials, systems for education and training), and references such as books, periodicals, and other information. (RD)

ABSTRACT 30149

EC 03 0149 ED 043 975
Publ. Date Aug 68 331p.
Zwick, Leonard G.
Workshop for the Development and Evaluation of Study Guides of Captioned Education Films for the Deaf.
Rochester School For The Deaf, New York
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc
OEC-0-8-001930-3634(019)

Descriptors: exceptional child education; aurally handicapped; instructional films; teaching guides; resource guides; audiovisual aids

Presented are the workshop-prepared study guides to accompany captioned educational films for the deaf. The guide is designed to give teachers of the deaf at all levels a guide reference to captioned films, with descriptions, reviews, and suggestions for use of the films. Films are cross-referenced, according to levels and subject areas. Types of films included are art, guidance, language arts, mathematics, science, and social studies. The study guide for each film includes the film summary, purpose, preparation for the film, motivation, followup (questions and activities), resource material, and errata. (KW)

ABSTRACT 30186

EC 03 0186 ED N.A.
Publ. Date 68 76p.
Eboch, Sidney C.
Operating Audio-Visual Equipment.
EDRS not available
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Descriptors: equipment; audio equipment; projection equipment; filmstrip projectors; opaque projectors; overhead projectors; sixteen millimeter projectors; audiovisual aids; slides; transparencies; tape recorders; video tape recordings

Technical features and operating principles of projection and sound reproduction equipment are described for persons unfamiliar with such equipment and using it for instructional purposes. Information is provided about how to operate various types of equipment used in 16 mm and 8mm projection, still picture projection sound reproduction, and sound picture combinations. In addition to information about equipment operation in general, some specific models are described. Diagrams illustrate the text. Appendixes include suggestions for further reading, seating diagrams, and information on projection screens. (MS)

ABSTRACT 30216

EC 03 0216 ED N.A.
Publ. Date Oct 70 6p.
Thompson, Mary Martha; Faibish, George M.
The Use of Filmstrips in Teaching Personal Hygiene to the Moderately Retarded Adolescent.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P113-8 Oct 1970

Descriptors: exceptional child research; trainable mentally handicapped; hygiene; filmstrips; self care skills; adolescents; audiovisual aids; mentally handicapped

Trainable mentally handicapped adolescents were taught personal hygiene under two conditions. One group was given instruction by demonstration; the second group received the same domonstration plus filmstrip viewing. Changes in hygienic self help were measured by the teacher's and mother's ratings of behavior. The use of filmstrip increased learning in several areas of hygiene, and particularly appeared to improve generalization of newly learned habits from the classroom to the home. (Author)

ABSTRACT 30286

EC 03 0286 ED N.A.
Publ. Date Aug 70 5p.
Irwin, Ruth Beckey; Nickles, Aleki
The Use of Audiovisual Films in Supervised Observation.
EDRS not available
ASHA; V12 N8 P363-7 Aug 1970

Descriptors: exceptional child research; speech handicapped; professional education; audiovisual aids; instructional films; speech pathology; clinical experience; classroom observation techniques

To determine the efficiency and effectiveness of audiovisual films in teaching clinical observational accuracy in students preparing for clinical speech pathology practice, three short instructional films about the treatment of misarticulations were prepared. Study guides and tests to accompany the films were also prepared, to determine if visual observational accuracy, acoustic observational accuracy, and clinical perceptual accuracy could be reliably measured by questions based on the films. Results showed that the tests appeared to be valid and an evaluation study showed that instructional films and tests of this type provide excellent supplements to live observation and classroom lectures in a clinical methods class. (KW)

ABSTRACT 30288

EC 03 0288 ED N.A.
Publ. Date Nov 69 32p.
McIntyre, Kenneth And Others
The Role of Media in Special Education.
EDRS not available
Audiovisual Instruction; V14 N9 P1-32 Nov 1969

Descriptors: exceptional child education; handicapped children; instructional media; educational technology; teacher education; instructional materials centers; audiovisual instruction

Fourteen articles examine the role of media in special education. Aspects considered include media systems and centers, programed and audiovisual instruction, and photography as a teaching aid. In addition, information services and media programs for teacher education are treated. (JD)

ABSTRACT 30309

EC 03 0309 ED N.A.
Publ. Date 70 22p.
A Selected Annotated Bibliography of Books, Films, and Teaching Media on Sign Language.
National Association Of The Deaf, Silver Spring, Maryland
EDRS not available
National Association Of The Deaf, 905 Bonifant Street, Silver Spring, Maryland 20910.

Descriptors: exceptional child education; aurally handicapped; bibliographies; annotated bibliographies; finger spelling; sign language; instructional materials; films; manual communication

The bibliography lists 22 books and nine films and other teaching media on fingerspelling and sign language. Each entry is annotated; books date from 1960 to 1970. (JD)

ABSTRACT 30353

EC 03 0353 ED 033 597
Publ. Date 69 345p.
Pearson, Neville P.; Butler, Lucius
Instructional Materials Centers: Selected Readings.
EDRS not available
Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415 ($6.00).

Descriptors: instructional materials centers; resource centers, audiovisual centers; information centers; libraries; library services; instructional materials; instructional media

The expanded concept of the school library emerging as a comprehensive instructional materials center is examined in the collection of selected readings. Aspects of such a resource center are discussed for the areas of elementary school, junior high school, senior high school, the total school district, the junior college, and the four-year college and university. The philosophy and role of the instructional materials center, and its relationship with increased emphasis on media are included. Administrative organization and practical operational techniques are examined in selected articles along with the role of personnel within the center. Evaluation methods for programs in an instructional materials center are explored, and a selected bibliography is provided. (RD)

ABSTRACT 30373

EC 03 0373 ED 043 188
Publ. Date 70 282p.
Propp, George, Ed.
Communicative Television for the Deaf Student. Proceedings of the Sixth Annual Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March 16-18, 1970).
Nebraska University, Lincoln, Teachers College
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational television; instructional media; conference reports; televised instruction; television research; closed circuit television; video tape recordings; television surveys; instructional materials centers; symposia

The proceedings of the sixth annual symposium on research and utilization of educational media for teaching the deaf held at the Nebraska Center for Continuing Education (March 16-18, 1970) consist of papers related to communicative television for the deaf student. Topics covered include mediated interaction with individual television studio-laboratory, activities of the Southwest and Midwest Regional Media Centers for the Deaf, a survey of reactions of hearing individuals to captioned television for the deaf, and programed movies as a supplemental medium for language development. Also presented are distribution ideas for videotape programs, principles and potential of instructional television (ITV), systems relating to the concept of time lock in television, electronic video recordings, television's neglected assets, the increase of slant track recordings, the closed circuit system versus the portable videotape system, and a 1970 survey of instructional television in programs for the deaf. Videotape demonstrations are discussed in the areas of teacher preparation and self evaluation, behavioral analysis, high school science and mathematics, educational diagnosis, and a captioned form of Sesame Street. A discussion summary, program agenda, participant roster, and a list of related readings are provided. (RD)

ABSTRACT 30423

EC 03 0423 ED 043 987
Publ. Date 69 245p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: Individualizing Instruction for the Deaf Student.
Midwest Regional Media Center For The Deaf, Lincoln, Nebraska;
Nebraska University, Lincoln, Teachers College
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc
Proceedings Of A National Conference (Lincoln, Nebraska, March 17-19, 1969).

Descriptors: exceptional child education; aurally handicapped; individualized instruction; instructional media; computer assisted instruction; teaching methods; programed instruction; educational technology

Presented are the proceedings of a conference dealing with individualizing instruction for the deaf through greater use of educational media to permit the deaf student to progress at a maximum learning rate. Included are a report on the year's activities of Media Services and Captioned Films, and keynote addresses by James J. Gallagher on the organization of the educational establishment and by Gabriel Ofiesh on educational technology. Discussion papers deal with individually prescribed instruction, planning for individualized instruction of deaf students at NTID (Rochester, N.Y.), mediated self instruction, computer assisted instruction, mathematics curriculum supported by computer assisted instruction, use of programed instruction with emotionally disturbed deaf boys, and the role of media. A discussion summary and the conference program and roster are also included. (KW)

ABSTRACT 30425

EC 03 0425 ED 043 989
Publ. Date Feb 69 128p.
Burke, Donald A.
The Media-Curriculum Specialist in Special Education: Resources Notebook. Report of the Media-Curriculum Institute (East Lansing, Michigan, June 16-20, 1969).
Michigan State University, East Lansing
Michigan State Department Of Education, Lansing
EDRS mf,hc

Descriptors: exceptional child education; instructional media; media specialists; conference reports; resource guides; instructional materials; curriculum; instructional materials centers

Designed as a resource notebook for persons interested in the Media Curriculum Resource Specialist concept, the manual presents a summary of the activities of the Media Curriculum Institute held at Michigan State University (June 16-20, 1969). The section on administrative considerations provides a script for a slide presentation on an instructional materials center; the need for a media curriculum specialist, contributed by David Haarer; and a description of the operation at the Michigan State University Regional Instructional Materials Center, by W.E. Mellon. Focusing on the instruction of teachers in the use of media curriculum, the second portion contains three slide presentation scripts to inform teachers, and suggests guides for the construction of program objectives. The final and most lengthy section provides a list of sources of educational media for speech and language services, suggestions for teacher made materials, and commercial materials and equipment suitable in such areas as the visually handicapped, hearing impaired, perceptually handicapped, gross and fine motor development, physical education, and music instruction. (RD)

ABSTRACT 30518

EC 03 0518 ED N.A.
Publ. Date 70 117p.
Levy, Marvin R. And Others
Resource Book for Drug Abuse Education.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS not available
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, Washington, D. C. 20036 ($1.25).

Descriptors: drug abuse; health education; teaching methods; marihuana; lysergic acid diethylamide; narcotics; drug therapy; drug legislation; prevention; films; values; drug addiction; motivation

Designed to enable teachers to use materials about drugs skillfully, this book contains papers by a number of authors. Included are papers on techniques of education about drugs and papers presenting factual information about drugs. A range of views are provided. Also presented are an annotated listing of films on drug abuse, detailed instructions on planning a drug abuse education workshop, and an annotated list of references. (MS)

ABSTRACT 30524

EC 03 0524 ED N.A.
Publ. Date Oct 70 6p.
Linder, Ronald; Fillmer, Henry T.
Auditory and Visual Performance of Slow Readers.
EDRS not available
Reading Teacher; V24 N1 P17-22 Oct 1970

Descriptors: exceptional child research; retarded readers; Negro youth; recall (psychological); aural learning; visual learning; sequential learning; reading research; elementary school students

A sequential recall task was used to compare effectiveness of different presentations. Subjects were 108 second grade Southern Negro boys who were poor readers. The task involved sequential recall of eight objects, eight digits, and eight colors after auditory, visual, or simultaneous auditory-visual presentations. Total auditory performance was significantly poorer than total visual and total auditory visual performance for three tasks combines; there were no significant differences for the three presentations on object recall; auditory mode yielded significantly poorer results than other modes on color recall and digit recall; overall the object recall was easier than color or digit recall; on auditory mode the object task was easier than the color or digit tasks; on visual presentation, there were no significant differences among tasks; and on auditory-visual presentation there were no differences between object and digit scores, but color task was significantly inferior to the digit task. Data show auditory modality may predict reading achievement better than the visual modality. (MS)

ABSTRACT 30585

EC 03 0585 ED 042 366
Publ. Date Jun 70 95p.
Boone, Daniel R.; Stech, Ernest L.
The Development of Clinical Skills in Speech Pathology by Audiotape and Videotape Self-Confrontation. Final Report.
Denver University, Colorado, Speech And Hearing Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-9-071318-2814
BR-1381

Descriptors: exceptional child research; speech handicapped; aurally handicapped; speech therapists; professional education; audiovisual instruction; video tape recordings; phonotape recordings; speech therapy

Twenty student speech and hearing clinicians were studied on the relative effectiveness of using audiotape and videotape confrontation group, and ten to the videotape group. Each listened to segments of their taped therapy sessions, scoring them as they listened. Changes were found among all subjects in their knowledge of and attitude toward behavioral concepts which were tested before and after the experiment. No significant changes in amount of positive reinforcement given over the 8 weeks were noticed, but more negative reinforcers (punishment) were used. Results showed both modes of self-confrontation were effective in changing the verbal behaviors of student clinicians, and both lent themselves well to training clinicians. (Author/KW)

ABSTRACT 30620

EC 03 0620 ED 044 857
Publ. Date Aug 70 30p.
National Center on Educational Media and Materials for the Handicapped: Policies and Procedures.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child services; handicapped children; instructional materials centers; instructional media, educational technology; instructional materials; national programs; federal legislation; administrative policy; Bureau of Education for the Handicapped

The document outlines aspects of the new National Center on Educational Media and Materials for the Handicapped (NCEMMH), whose establishment was approved by Public Law 91-61 in August, 1969. It will provide a setting where special education educators and educational technologists can create, design, and develop new instructional tools and techniques. Covered are details related to legislative history, eligibility, planning contracts, developmental sequence, purpose and scope, location, relationship to Special Education IMC RMC network, advisory boards, and submission of project proposals. (KW)

ABSTRACT 30703

EC 03 0703 ED N.A.
Publ. Date 70 80p.
Standards for Production of Reading Materials for the Blind and Visually Handicapped.
Commission On Standards And Accreditation Of Services For The Blind, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
OEG-0-9-422151-3709(607)
National Accreditation Council, 79 Madison Avenue, New York, New York 10016 ($1.50).

Descriptors: exceptional child services; visually handicapped; blind; partially sighted; standards; media technology; braille; large type materials; tape recordings; tactile adaptation

Standards for production of large print materials, recorded materials, and tactile materials (braille) for the visually handicapped and blind are set forth. General policies and principles considered include selection of materials, copyrights and permissions, proofreading and monitoring, central reporting, master copy duplication, and user participation. Standards presented for large print materials include hand transcribing, photo enlargement, and typesetting. Standards for recorded materials cover the reader, proofreading, master tapes, intergroup cooperation, tape reproduction, and disc production. Standards on hand transcribing of braille and press-produced braille materials are among those provided for tactile materials. References are listed. (MS)

ABSTRACT 30773

EC 03 0773 ED N.A.
Publ. Date Oct 70 114p.
Stepp, Robert E., And Others
Symposium on Research and Utilization of Educational Media for Teaching the Deaf.
EDRS not available
American Annals Of The Deaf; V115 N6 P543-656 Oct 1970
Proceedings From The Sixth Annual Symposium Held At The Nebraska Center For Continuing Education (Lincoln, Nebraska, March 16-8, 1970).

Descriptors: exceptional child education; aurally handicapped; media technology; instructional media; media research; instructional materials centers; audiovisual aids; televised instruction; video tape recordings; teacher evaluation

Proceedings from the sixth annual Symposium on Research and Utilization of Educational Media for Teaching the Deaf held in Lincoln, Nebraska (March 16-18, 1970) are reported throughout the issue. Among the 22 discussion papers are topics of instructional television, distribution ideas for videotape programs, electronic video recording, and the 1970 Survey of Instructional Television in Programs for the Deaf. (GD)

ABSTRACT 30824

EC 03 0824 ED N.A.
Publ. Date 70 2p.
Speech and Hearing Service in a Mobile TV Van.
EDRS not available
Educational Media; V3 N2 P12-3 Oct-Nov 1970

Descriptors: exceptional child education; aurally handicapped; speech handicapped; speech therapy; mobile classrooms; educational equipment; educational technology; televised instruction; audiovisual instruction; mobile television van

The equipment and services of a mobile television van used for speech and hearing therapy in California are discussed. The nature of the daily van program and specific information on the technical equipment are also provided. (RD)

ABSTRACT 30952

EC 03 0952 ED N.A.
Publ. Date 70 2p.
Eyes That Hear.
EDRS not available
Hearing And Speech News; V38 N6 P20-1 Nov-Dec 1970

Descriptors: aurally handicapped; sensory aids; visible speech; speech improvement; speech skills; electromechanical aids; visual learning; Visual Vocoder

Described is the Visual Vocoder, a sensory aid by which the deaf person's eye can be trained to recognize speech patterns and which can promote production of correct speech. It consists of a screen of 480 tiny lights, 40 columns across and 12 channels down. When speaking into the microphone, speech information (each vertical column of lights indicates the sound spoken in one-tenth of a

second) is transposed into a pattern of lights moving continuously across the screen from right to left. Possible future uses and proposed clinical evaluation plans for the Visual Vocoder are mentioned. (KW)

ABSTRACT 31058

EC 03 1058 ED N.A.
Publ. Date Aug 70 28p.
Kuck, John H.
How to Build a Closed-Circuit Television Reading Aid.
EDRS not available
Research Bulletin; N21 P49-76 Aug 1970

Descriptors: visually handicapped; partially sighted; reading materials; equipment; technology; equipment utilization; television

Designed to aid visually handicapped persons, a detailed description of a closed-circuit television reading aid is given. The article discusses selection of television equipment and describes in detail the writer's design for a camera stand. Dimensional drawings are included and ideas for possible improvements in television reading aids are discussed. (CD)

ABSTRACT 31100

EC 03 1100 ED N.A.
Publ. Date Jan 71 2p.
Postley, Maurice G.; Meacham, Verity L.
Special Education Turns on with CCTV.
EDRS not available
Audiovisual Instruction; V16 N1 P27-8 Jan 1971

Descriptors: exceptional child education; emotionally disturbed; closed circuit television; video tape recordings; audiovisual instruction; residential schools; demonstration projects; teaching methods

The effects of installation of a closed-circuit television system, including sophisticated studio production facilities, in a residential treatment center for emotionally disturbed children are described. The pilot project was carried out at the Hawthorne Cedar Knolls School (Westchester County, N.Y.). Some of the programs and activities taped by the students are described. (KW)

ABSTRACT 31242

EC 03 1242 ED 046 158
Publ. Date 70 91p.
The Role of Media in the Education of Emotionally Handicapped Children. Proceedings of a Special Study Institute (Riverhead, New York, April 22-24, 1970).
New York Education Department, Albany, Division For Handicapped Children;
Suffolk County Board Of Cooperative Educational Services, Patchogue, New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; media technology; computer assisted instruction; televised instruction; instructional media; instructional materials centers; typewriting; closed circuit television; conference reports

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special Education Instructional Materials Centers (SEIMCs). (KW)

ABSTRACT 31782

EC 03 1782 ED 048 678
Publ. Date Jan 71 28p.
Scoggins, Roy T., Jr. and Others
Recorded Procedures of Instruction, the Sub-Professional and Effective Educational Therapy.
Coastal Center, Ladson, South Carolina
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf hc

Descriptors: exceptional child education; trainable mentally handicapped; tape recordings; nonprofessional personnel; teaching methods; mentally handicapped

Described is the concept of using taped instruction for programs administered by subprofessionals to groups of severely and profoundly retarded children as a highly feasible means of increasing the scope of effective teaching. It is suggested that tapes prepared by professionals can be used in various settings by persons without special training in working with children, such as in Head Start groups, in classroom activities with aides or volunteers, or at home with parents to supplement or reinforce professional prescriptions for learning. Appended is a detailed daily schedule for one group of retarded children with whom such taped instruction was used. (KW)

ABSTRACT 31848

EC 03 1848 ED N.A.
Publ. Date Feb 71 343p.
Mann, Joe, Ed.; Henderson, Jim, Ed.
Catalog of Audiovisual Materials Related to Rehabilitation.
Auburn University, Alabama, Materials and Information Center
EDRS not available
Materials and Information Center, Alabama Rehabilitation Media Service, Auburn University, Auburn, Alabama 36830.

Descriptors: instructional media; audiovisual aids; resource guides; rehabilitation; special health problems; films; transparencies; filmstrips; video tape recordings; tape recordings

A catalog of audiovisual materials related to rehabilitation is featured. The materials are classified by subject area and include such topics as adjustment (job readiness, personal, social, and work), adolescence, aging, alcoholism, architectural barriers, career information, cerebral palsy, disadvantaged, drug addiction, employment (placement of the handicapped), epilepsy, hearing defects, mental illness, mental retardation, rehabilitation (facilities, programs, and services), and vocational training and evaluation. (CD)

ABSTRACT 31896

EC 03 1896 ED N.A.
Publ. Date Nov 66 25p.
Moss, James W. and Others
Audiovisual Instruction. Volume II, Number 9.
EDRS not available
Audiovisual Instruction; V11 N9 P708-32 Nov 1966

Descriptors: exceptional child education; handicapped children; instructional media; audiovisual instruction; audiovisual aids; aurally handicapped; language instruction; Captioned Films for the Deaf; Project LIFE

Ten articles deal with various aspects of the use of instructional materials and media in the field of special education. In discussing the use of instructional materials with the handicapped, James W. Moss gives examples of specialized audiovisual aids required to teach the handicapped and summarizes the role of the Office of Education in improving the education of handicapped children, with references to the network of instructional materials centers and the ERIC system. Harley Z. Wooden presents an audiovisual approach to language instruction of deaf children (Project LIFE), while articles by John A. Gough and William D. Jackson concern the USOE Captioned Films for the Deaf program and innovations in educational media for teaching the deaf, respectively. A new program relying heavily upon audiovisual equipment and materials at the Illinois School for the Deaf is outlined by Frank B. Withrow. Other articles feature the resource center at the Ohio School for the Deaf (Ben M. Schowe, Jr.), magnetic sound movies for speech therapy (Harold Hainfeld and Maria C. Schwartz), audio materials for the blind (Carson Y. Nolan), audiovisual instruction for the mentally retarded (Leroy Aserlind), and job training of retardates using 8mm film loops (James A. Bitter and Daniel J. Bolanovich). (KW)

ABSTRACT 32110

EC 03 2110 ED N.A.
Publ. Date Aug 68 22p.
Genensky, S. M. and Others
A Closed Circuit TV System for the Visually Handicapped.
EDRS not available
Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($2.00).

Descriptors: visually handicapped; partially sighted; closed circuit television; instructional media; equipment; electromechanical aids; educational technology

The booklet describes an experimental closed circuit television system to help the visually handicapped to read, write, and perform precise manual operations. The prototype system is described, design recommendations and the problem of x-radiation discussed, and details of construction and operation provided. Illustrations of the prototype system accompany the text. (CD)

ABSTRACT 32171

EC 03 2171 ED N.A.
Publ. Date May 71 188p.
Berridge, Wayne E.; Siedow, Mary D.
Guide to Materials for Reading Instruction.
Indiana University, Bloomington, ERIC Clearinghouse On Reading
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS not available
ERIC/CRIER, 200 Pine Hall, School of Education, Indiana University, Bloomington, Indiana 47401.

Descriptors: reading materials; resource guides; textbooks; workbooks; instructional materials; audiovisual aids

The guide is designed to present to teachers and other educational planners a comprehensive list of alternative reading materials available to meet a given instructional need. Entries are organized by publishers, who appear in alphabetical order. Materials are divided into two major categories for each publisher: basal and nonbasal. Basal programs are organized into a developmental sequence, proceeding from readiness material through the various reading levels. Nonbasal materials are organized by type and, within types, by grade level. Indicated for each entry are the type of material (reader, workbook, supplementary reader, enrichment reader, audiovisual aid, visual aid, audio aid, teacher resource, boxed developmental materials, or teaching machine), grade level (reading difficulty and interest level), setting of material (local environment, urban setting, or literary), skills development, and type of binding. Three specialized indexes, which sort interest levels into grade levels and skills into grade and interest levels, are included to provide access to specific types of materials sought. For example, materials of a high school interest level with a sixth grade reading difficulty level could be located through one of the indexes. (KW)

ABSTRACT 32263

EC 03 2263 ED N.A.
Publ. Date Sep 70 48p.
Leach, Fay
Commercially Available Recorded Instructional Materials for the Development of Communication Skills.
American Printing House for the Blind, Louisville, Kentucky
EDRS not available
Instructional Materials Reference Center, American Printing House for the Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Descriptors: exceptional child education; instructional materials; audiovisual aids; visually handicapped; language development; communication skills

Commercially produced recorded materials for the development of elementary communication skills are listed as a reference aid for teachers of the visually handicapped. Materials are grouped in categories, each of which gives the item name, company number when available, brief description, price, and name of the company producing the item. Categories are: communication programs, listening skills, phonics, speech, language concepts, spelling, teacher training, evaluated materials, and companies providing record materials. (RD)

ABSTRACT 32448

EC 03 2448 ED N.A.
Publ. Date 69 719p.
Dale, Edgar
Audiovisual Methods in Teaching.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017 ($10.95).

Descriptors: audiovisual aids; instructional media; instructional materials; teaching methods; media technology; educational technology; class activities

The text emphasizes the use of audiovisual materials not just as supplementary classroom aids but as an integrated, functioning part of a systematic program of instruction. Part 1, covering the theory and practice of audiovisual teaching, treats education and the revolution in communication, how to help students retain what they learn, rich experience and concept development, and the Cone of Experience as a learning and teaching model. Part 2 is devoted to media and materials of audiovisual teaching. Following discussion of their purpose, use, and evaluation, the various types of media, materials, and related activities are detailed. In Part 3, Systems and Technology in Teaching, attention is given to the curriculum and technology, programed instruction, the textbook and other printed materials, and organizing and coordinating the use of instructional materials. (KW)

ABSTRACT 32788

EC 03 2788 ED N.A.
Publ. Date 70 69p.
Volunteers Who Produce Books: Braille-Large Type-Tape.
Library of Congress, Washington, D. C., Division For the Blind and Physically Handicapped
EDRS not available
Division for the Blind and Physically Handicapped, Library of Congress, Washington, D. C. 20542.

Descriptors: exceptional child services; visually handicapped; directories; tape recordings; talking books; braille; sensory aids; volunteers; large type materials

The names of volunteer groups and some individuals who transcribe books and other materials for blind and physically handiapped persons are listed in the directory alphabetically by state. Each entry has an assigned number which corresponds to services and specialities found in the index. Services include braille transcribing, large-type printing, tape recording, duplication, and binding; specialities are music, math, and languages. Separate sections list state special education consultants and proofreaders certified by the Library of Congress. Copyright problems and the origin of braille are also discussed. (RJ)

ABSTRACT 32977

EC 03 2977 ED N.A.
Publ. Date 71 5p.
Mauk, William C.
Applied Media: The Philosophy and Technique.
EDRS not available
Rehabilitation Record; V12 N5 P1-5 Sep-Oct 1971

Descriptors: exceptional child education; mentally handicapped; instructional media; media technology; educational technology; training techniques

Proper media application to the mentally retarded child is discussed as a professional skill requiring discipline, objectivity, and paraprofessional understanding of the subject. It is recommended that media selection should be made on the basis of cost, time, intended audience, existing materials, subject, and purpose. The Media Center at the Parsons State Hospital and Training Center in Parsons, Kansas, produces materials for the mentally retarded child. The article includes a selected list of their media products: printed material, slide presentations, closed-circuit television, and motion pictures, all of which are discussed in terms of project proposal, intended audience, time, rationale, cost, and special factors, where applicable. (CB)

ABSTRACT 33156

EC 03 3156 ED N.A.
Publ. Date Aug 71 4p.
DeRoo, William M.; Haralson, Howard L.
Increasing Workshop Production Through Self-Visualization on Videotape.
EDRS not available
Mental Retardation; V9 N4 P22-5 Aug 1971

Descriptors: educable mentally handicapped; video tape recordings; motivation techniques; work attitudes; sheltered workshops; mentally handicapped; performance factors

The article describes the use and evaluation of video recording to increase sheltered workshop productivity among educable retarded adults and young adults. Those who viewed video recordings of their work behavior each day for one week increased their production dramatically compared to those who recieved traditional verbal feedback only.

Production levels were maintained even after treatment was discontinued. These results suggest that the self-visualization technique is a potent tool with broad applicability. (Author)

ABSTRACT 33166

EC 03 3166 ED N.A.
Publ. Date 71 3p.
Murphy, Harry; Delmonte, Orlene
Snapping Pictures for Communication Skills.
EDRS not available
Teaching Exceptional Children; V3 N4 P169-71 Sum 1971

Descriptors: exceptional child education; aurally handicapped; audiovisual aids; language development; instructional materials; communication skills; visual stimuli; elementary school students; motivation techniques; Polaroid cameras

Described are ways in which Polaroid cameras can be used as effective learning devices with young deaf students, particularly in the area of language development and communication skills. Low cost, ease of operation, and particularly immediate feedback are cited as the features which make the Polaroid a good learning tool. How it can be used to teach students' names, develop self identity, record field trips, provide the basis for language lessons, encourage homework, teach sequencing of thought, personalize reading experiences, and reinforce principals of art is explained. (KW)

ABSTRACT 33170

EC 03 3170 ED N.A.
Publ. Date 71 7p.
Knight, John J.
Teacher Produced Slides Aid Reading for Low Vision Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P202-8 Sum 1971

Descriptors: exceptional child education; partially sighted; audiovisual aids; slides; reading; visually handicapped; teacher developed materials

Suggested is the use of a 35mm slide projector and teacher produced 35mm slides to meet the specific needs of low vision children in a standard reading program. The slide technique is recommended because it can present words in almost any size needed and because it minimizes laborious and time consuming linear scanning movements by the student. A reflection box teamed with an automatic slide projector can become an automatic programed teaching machine. Coordination with a tape recorder is also suggested. Illustrated instructions for slide preparation by the teacher are given. (KW)

ABSTRACT 33181

EC 03 3181 ED N.A.
Publ. Date Sep 71 3p.
Wallace, Emily
Polaroid Camera Used in Teaching Language.
EDRS not available
Volta Review; V73 N6 P353-5 Sep 1971

Descriptors: exceptional child education; aurally handicapped; audiovisual aids; instructional materials; early childhood education; language instruction; Polaroid cameras

It is reported that a Polaroid camera has been found to be a good language teaching tool in the program at Ball State University for preschool hearing impaired children. Polaroid pictures reassure new students by serving as a visual link between home and school, help children learn other students' names, assist in the development and review of experience stories for language lessons, and help establish rapport between children and the student teachers who tutor them. Stressed is the value of immediate reinforcement available with a Polaroid. (KW)

ABSTRACT 33233

EC 03 3233 ED 054 584
Publ. Date 71 34p.
IMC/RMC Network Professional Film Collection.
New York State Education Department, Albany. Special Education Instructional Materials Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; films; resource guides; audiovisual aids; instructional materials centers; Special Education IMC/RMC Network

The compilation is a comprehensive listing of films available from the centers in the Instructional Materials Centers/Regional Media Centers (IMC/RMC) Network. Each IMC/RMC location is given a numerical code in a preliminary listing. These numerical codes are used within the film listing, which is arranged alphabetically according to film titles, to indicate the center or centers from which each film may be borrowed. A brief description of each film is provided which includes such information as the subject and scope of the film, length, color or black and white, address of distributor, and price. (KW)

ABSTRACT 40248

EC 04 0248 ED 055 403
Publ. Date 71 62p.
McDonald, Phyllis L., Ed. and Others
Kaleidoscope: Emerging Patterns in Media. Highlights of the December 1970 CEC San Antonio Conference.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Council for Exceptional Children, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50).

Descriptors: exceptional child education; handicapped children; instructional media; media technology; innovation; conference reports; program planning; inservice teacher education

The report of highlights of the conference on Instructional Technology in the Education of Exceptional Children presents innovative ideas in the field of media useful to teachers and program administrators. Specific classroom applications of various media are described to illustrate the concepts that media give exceptional students new communications modalities, enhance teacher communication skills, add new dimensions to learning and teaching, and make individualized instruction a reality. Also reported are planning ideas and problems, and suggestions for planning instructional systems, delivery systems (instructional resource centers), development of instructional materials, and support for teachers in their use of media. Emphasized is the systems analysis approach to organized planning and the critical role of feedback. The final section describes projects and plans for mediated teacher training packages designed to solve problems related to the increasing number of trainees, the need for on-the-job training, and the need to provide necessary evaluation and feedback. Numerous photographs illustrate the applications of media described. (KW)

ABSTRACT 40250

EC 04 0250 ED N.A.
Publ. Date Oct 70 477p.
Ball, Samuel; Bogatz, Gerry Ann
The First Year of Sesame Street: An Evaluation.
Educational Testing Service, Princeton, New Jersey
Office of Education (DHEW), Washington, D. C.
EDRS not available
Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; preschool children; program evaluation; educational programs; televised instruction; educational television; socioeconomic background; statistical data; achievement; teaching methods; Sesame Street

A program evaluation of the educational television program Sesame Street found that the program benefited children from ghetto communitites, middle class suburbs, and isolated rural areas. A total of 943 children, of which 741 were from disadvantaged backgrounds as determined by socioeconomic background, participated in the pretest and posttest design. Testing covered the following areas: body parts, letters, forms, numbers, matching, relational terms, sorting, classifying, and puzzles. The largest gains from pretest to posttest were in items dealing with capital letters and vowels. Data from parent questionnaires indicated that amount of viewing was related to parental aspiration for their children's achievement. A content analysis of Sesame Street revealed that goal areas receiving most attention in terms of time were naming letters, initial sounds, recitation of numbers, problem

sensitivity, evaluating solutions, body parts, expressing emotions, machines, and plants and animals. Teaching methods found to be most effective were music and animation. Teachers whose students watched Sesame Street indicated that teaching of numbers and letters was effective. All dependent variables except body parts test and relational terms test were signficantly affected by amount of viewing. Positive effects of viewing Sesame Street were found to be statistically significant and consistent in most goal areas tested. Major effects of home-school, sex, and encouragement were also found to be significant. Children aged 3 years old were found to benefit more than children aged 4 or 5 years old. High viewing Spanish-speaking children from disadvantaged communities gained more than any other group and were found to surpass posttest scores of high viewing advantaged children. Appended are the goals of Sesame Street, description of tests and subtests with sample items, and evaluation forms used in the program evaluation. (CB)

ABSTRACT 40362

EC 04 0362 ED N.A.
Publ. Date 71 10p.
Stowitzchek, Joseph J.; Herb, Lyman C.

The Use of Television to Develop Language with Mentally Retarded Children.

EDRS not available
USU Special Educator; V6 N3 P23-32 Spr 1971

Descriptors: exceptional child research; mentally handicapped; language development; televised instruction; achievement; teaching methods

Use of televised instruction in language development with mentally retarded children was studied. Two groups of eight children each received televised instruction for five days a week, for a period of 20 minutes per session. A third group received comparable nontelevised instruction, while a fourth group received no instruction. The TV sessions were described as structured around discriminating among stimulus cards presented and orally verbalizing names for the stimulus cards. Results indicated that the groups exposed to televised instruction showed most improvement in picture discrimination and picture naming. No significant differences were found in either picture discrimination or picture naming in the two groups not receiving televised instruction. (CB)

ABSTRACT 40450

EC 04 0450 ED N.A.
Publ. Date Oct 71 6p.
Cottrell, Arline

Some Implications of the Use of Videotape at Mental Health Services for the Deaf.

EDRS not available
Journal of Rehabilitation of the Deaf; V5 N2 P15-20 Oct 1971

Descriptors: exceptional child services; aurally handicapped; mental health clinics; video tape recordings; psychotherapy; research utilization; counseling

Research, psychotherapy, and consultation uses of videotape at a mental health clinic for the deaf are discussed briefly. Research utilization of videotape is shown to include taping mother child relationships in the studio for purposes of longitudinal study and recording language acquisition of deaf youngsters at regular intervals. The videotape is also shown to be useful in psychiatric services and in training of psychotherapeutic personnel. Videotape is also said to be used in consultation with schools, audiologists, medical students, doctors, nurses, child psychiatrists, probation workers, teachers of the deaf, parents of deaf children, and others. (CB)

ABSTRACT 40481

EC 04 0481 ED 056 440
Publ. Date 71 41p.

Computer Based Project for the Evaluation of Media for the Handicapped. Second Annual Report.

Syracuse City School District, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; computers; instructional media; evaluation; inservice teacher education

Project objective for the second year of the Computer Based Project for the Evaluation of Media for the Handicapped was development of a functional system for evaluation. The evaluation system was intended to be neutral to both type of material being evaluated and population of handicapped children. Development of the functional system for evaluation of media was supported by establishment of a data bank of media and student characteristics, inservice teacher training for six persons on principles of instructional technology, discussions and work sessions held with the staff of the Evaluation Unit of the Buffalo Special Education Instructional Materials Centers, and information dissemination activities. Administrative procedures for collecting, analyzing, and storing data have been developed and modified according to needs. Research findings and questions generated included: effects of pretest and posttest design; automated versus nonautomated testing situations; effects of captioning and audio stimuli; and other related investigations. Appended were diagramatic models of the evaluation system. (CB)

ABSTRACT 40533

EC 04 0533 ED N.A.
Publ. Date 71 6p.
Dailey, Rebecca F.

Media in the Round: Learning in the Special Experience Room.

EDRS not available
Teaching Exceptional Children; V4 N1 P4-9 Fall 1971

Descriptors: exceptional child education; handicapped children; gifted; instructional media; educational technology; elementary school students; educational facilities; mass media; Pennsylvania

Described are educational facilities, development, objectives, and educational programs of the Special Experience Room of the Everett A. McDonald Comprehensive Elementary School in Warminster, Pennsylvania. The circular instructional media room is 40 feet in diameter with a hemispheric dome, carpeting, and no furniture. The room also has a projection area consisting of the entire wall above a couple feet from the floor, climate control, odor ducts, and sound equipment. Overall objective of the room and its educational technology is to increase a child's perception by involving him in vision and sound experiences. Learning by inquiry and discovery is applicable to the school's students who are physically handicapped, mentally retarded, learning disabled, academically gifted, and normal in abilities. Children are said to design some of their own programs. The school presently has over 200 educational programs including such subjects as developing perceptual motor coordination, cultural studies, visual imagery, and symbology. Selected teacher reactions to the Special Experience Room reveal that students are highly motivated to learn in its environment. (CB)

ABSTRACT 40601

EC 04 0601 ED 056 456
Publ. Date Sep 71 71p.
Higginbotham, James M.

Closed Circuit TV with Handicapped Children. Final Report.

Gateway School, Orlando, Flordia;
Orange County Board of Public Instruction, Orlando, Florida
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS not available
OEG-4-8-005098-0035-056
BR-480-7001
Gateway School, 4000 Silver Star Road, Orlando, Florida 32808.

Descriptors: exceptional child education; emotionally disturbed; educational programs; program development; televised instruction; program evaluation; video tape recordings; behavior change; case studies

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape

films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work. (CB)

ABSTRACT 40815

EC 04 0815 ED N.A.
Publ. Date 72 2p.
Reading With Your Ears.
EDRS not available
Exceptional Parent; V1 N4 P28-9 Dec/Jan 1972

Descriptors: exceptional child services; visually handicapped; physically handicapped; reading materials; talking books; national programs; tape recordings; phonograph records

Described are the programs of the National Braille Press and the Library of Congress for providing records, tapes, or cassettes of books to persons unable to use standard printed material. Explained are how to request a tape recording of any book from the National Braille Press, who may request tapes, how long it takes, and the minimal costs involved. The description of the offerings of the Library of Congress focuses upon the Talking Book program. Machines needed to play the Talking Book materials, how repairs on the machines can be arranged at no cost, how to register a child for the Talking Book program, and how to order Talking Books are indicated. (KW)

ABSTRACT 40877

EC 04 0877 ED N.A.
Publ. Date 70 155p.
Jipson, Frederick J.
Index of Special Education Media.
EDRS not available

Northgate Publishing, Inc., P. O. Box 9512, Minneapolis, Minnesota 55440 ($3.50).

Descriptors: exceptional child education; handicapped children; bibliographies; annotated bibliographies; instructional materials; equipment; textbooks; audiovisual aids; instructional media

Presented is an index of selected special education instructional media. The majority of the index consists of 295 entries listed by publisher from A to Z. Entries cover instructional materials, equipment, audiovisual materials, professional textbooks, prosthetic devices, teaching aids, diagnostic tests, student newspapers, and periodicals. The publisher's address is provided for each entry. Products available from the publisher are then listed, followed frequently by an annotation and occasionally, the rental or purchase price. A listing of 136 miscellaneous instructional and related materials then follows in the same format as noted above. Twenty-one special education topical areas are covered in the topical index. (CB)

ABSTRACT 41106

EC 04 1106 ED N.A.
Publ. Date Feb 72 4p.
Boyd, J.; Vader, E. A.
Captioned Television for the Deaf.
EDRS not available
American Annals of the Deaf; V117 N1 P34-7 Feb 1972

Descriptors: exceptional child research; aurally handicapped; televised instruction; adolescents; films; deaf

This study matched two groups of 20 deaf pupils on their pre-exposure knowledge of information contained in a televised film. Group A was shown the program, without audio and without captions. No gain in test scores resulted. Group B was shown a captioned version and their test scores improved significantly. Later Group A saw the captioned version and their scores improved significantly. Group B was shown the captioned version again. No improvement was noted. The results indicated that appropriate captioning does significantly improve the amount of information obtained from a visual presentation. Simple exposure to a picture added nothing to the knowledge gained as evaluated by multiple choice questions. (Author)

ABSTRACT 41219

EC 04 1219 ED N.A.
Publ. Date Mar 72 3p.
Liberman, Herbert
Regional Media Centers--A Survey.
EDRS not available
Audiovisual Instruction; V17 N3 P46-8 Mar 1972

Descriptors: regional programs; instructional media; instructional materials centers; cooperative programs; school services

The development of cooperative regional media programs among school districts in a geographically contiguous area is discussed and the reasons for their rapid growth are delineated. Types of services offered are listed, the materials lending library (including films, slides, tapes, and transparencies) is cited as probably the most popular service, and other types of materials loaned, and technical and training services are noted. Federal, state, and local funding sources are considered with the Elementary and Secondary Education Act named as the most important federal source. Also examined are the geographical and population size of the regions and future directions of regional media centers. (RJ)

AUTHOR INDEX

Adams, Sarah R, Ed 23460.
Aldredge, Henry P 22904.
Altschuler, David 21599.
Arkebauer, Herbert J 21154.
Ball, Samuel 40250.
Barksdale, Mildred W 23504.
Berridge, Wayne E 32171.
Bogatz, Gerry Ann 40250.
Bolesta, Burl 21831.
Boone, Daniel R 30585.
Boyd, J 41106.
Brown, Donald W 23561.
Brown, Jerome 21154.
Burke, Donald A 30425.
Butler, Lucius 30353.
Cottrell, Arline 40450.
Cross, B G 10153.
Dailey, Rebecca F 40533.
Dale, Edgar 32448.
Dallenbach, Jan F 23453.
DeRoo, William M 33156.
DeYoung, Kenneth N 23453.
Delmonte, Orlene 33166.
Driscoll, John 12100.
Eboch, Sidney C 30186.
Faibish, George M 30216.
Feldhusen, John F and Others 23211.
Ferguson, Donald G 20149.
Fillmer, Henry T 30524.
Genensky, S M and Others 32110.
Goforth, E Jack 11116.
Gold, Milton J 10252.
Haralson, Howard L 33156.
Hendershot, Carl 30144.
Henderson, Jim, Ed 31848.
Hennes, James D 10186.
Herb, Lyman C 40362.
Hicks, Doin 30132.
Higginbotham, James M 40601.
Irwin, Ruth Beckey 30286.
Jackson, William D 11147, 30073-30074.
Jipson, Frederick J 40877.
Johnson, Richard A 10758.
Kelly, J C 10523.
Knight, John J 33170.
Kuck, John H 31058.
Leach, Fay 32263.
Levy, Marvin R and Others 30518.
Liberman, Herbert 41219.
Linder, Ronald 30524.
Magner, Marjorie E 22950.
Mann, Joe, Ed 31848.
Mauk, William C 32977.
McDonald, Phyllis L, Ed and Others 40248.
McIntyre, Kenneth and Others 30288.
McLean, James E 30032.
McMahan, Marie 11146.
Meacham, Verity L 31100.
Meyen, Edward L and Others 11521.
Moss, James W and Others 31896.
Murphy, Harry 33166.
Neyhus, Arthur I 10316.
Nichols, Jack L, Ed 20788.
Nickles, Aleki 30286.
Pearson, Neville P 30353.
Pilch, Mary M 11048.
Postley, Maurice G 31100.
Propp, George, Ed 30373.
Robinson, Jacques H and Others 10908.
Sandhofer, Richard G 20788.
Schultz, Morton J 11924.
Scoggins, Roy T, Jr and Others 31782.
Siedow, Mary D 32171.
Stech, Ernest L 30585.
Stepp, Robert E 10247.
Stepp, Robert E, and Others 30773.
Stowitzchek, Joseph J 40362.
Thompson, Mary Martha 30216.
Ucer, Erol and Others 11782.
Vader, E A 41106.
Viggiani, James C 21809.
Wallace, Emily 33181.
Withrow, Frank B 20203, 23561.
Zwick, Leonard G 30149.

SUBJECT INDEX

Ability Identification 23453.
Academic Achievement 10186.
Achievement 23453, 40250, 40362.
Administration 11330, 22187.
Administrative Policy 30620.
Adolescents 10390, 30216, 41106.
Adult Education 20788.
Adults 10390, 22904.
Agriculture 22780.
Analysis of Variance 10820.
Annotated Bibliographies 10130, 21116, 30144, 30309, 40877.
Aphasia 10252.
Arkansas School for the Deaf 30073.
Art 11048, 11924, 21116.
Articulation (Speech) 30032.
Astronomy 10186.
Attendant Training 20788.
Attitudes 10186.
Audio Equipment 10908, 30073-30074, 30186.
Audiovisual Aids 10130, 10820, 11146-11147, 11521, 11782, 11924, 11996, 20203, 21116, 21154, 21778, 21809, 21831, 22187, 30032, 30132, 30144, 30149, 30186, 30216, 30286, 30773, 31848, 31896, 32171, 32263, 32448, 33166, 33170, 33181, 33233, 40877.
Audiovisual Centers 10496, 30050, 30353.
Audiovisual Instruction 10130, 10153, 10186, 10252, 10316, 10390, 10523, 10758, 10820, 10908, 11048, 11116, 11330, 11568, 11924, 12100, 20788, 21599, 22904, 22950, 23211, 23453, 23460, 23561, 30288, 30585, 30824, 31100, 31896.
Auditory Evaluation 10523.
Auditory Perception 10247.
Auditory Tests 10523.
Auditory Training 10523.
Aural Learning 10247, 10908, 30524.
Aurally Handicapped 10049, 10153, 10247, 10252, 10316, 10496, 10523, 10820, 11116, 11146-11147, 11330, 11568, 11996, 20149, 20203, 21116, 21154, 21455, 21599, 21831, 22187, 22780, 22950, 23561, 30073-30074, 30132, 30149, 30309, 30373, 30423, 30585, 30773, 30824, 30952, 31896, 33166, 33181, 40450, 41106.
Behavior Change 10758, 11782, 40601.
Bibliographies 10390, 11568, 21778, 30144, 30309, 40877.
Blind 10252, 30703.
Braille 30703, 32788.
Bureau of Education for the Handicapped 30620.
Business Education 11924, 21116.
Business Responsibility 22780.
California 10049.
Campuses 11116.
Captioned Films 31896, 22780.
Case Studies 40601.
Catalogs 10049, 10252, 10390, 11146.
Cerebral Palsy 10252.
Changing Attitudes 10186.
Citizenship 22780.
Class Activities 32448.
Class Management 10758.
Classroom Observation Techniques 30286.
Clinical Experience 30286.
Communication Skills 32263, 33166.
Computer Assisted Instruction 30423, 31242.
Computers 40481.
Concept Formation 12100.
Conference Reports 21116, 23460, 30073-30074, 30373, 30425, 31242, 40248.
Cooperative Programs 10820, 41219.
Counseling 40450.
Counselor Training 10390.
Creative Thinking 11048, 23211.
Creativity 10186.
Creativity Research 23211.
Curriculum 11048, 30425.
Curriculum Development 30062.
Deaf 10049, 10153, 10247, 10316, 10496, 10523, 10820, 11116, 11146-11147, 11568, 22187, 22780, 22950, 30073-30074, 41106.
Demography 11048.
Demonstration Projects 10186, 10758, 31100.
Directories 22780, 30144, 32788.
Disadvantaged Youth 10252, 40250.
Drug Abuse 30518.
Drug Addiction 30518.
Drug Therapy 30518.
Early Childhood Education 10252, 21831, 33181.
Economics 22780.
Educable Mentally Handicapped 10908, 11782, 12100, 33156.
Education 22780.
Educational Facilities 11116, 30050, 40533.
Educational Needs 11048, 11147.

Educational Objectives 21455.
Educational Programs 21455, 23211, 40250, 40601.
Educational Psychology 10252.
Educational Technology 10247, 10908, 11116, 21599, 21809, 22187, 22950, 23460, 30073-30074, 30288, 30423, 30620, 30824, 32110, 32448, 32977, 40533.
Educational Television 10153, 10758, 11048, 11116, 23453, 23460, 30073-30074, 30373, 40250.
Electromechanical Aids 21455, 30952, 32110.
Elementary Education 10252.
Elementary School Students 23211, 23453, 30062, 30524, 33166, 40533.
Emotionally Disturbed 10252, 10390, 11782, 31100, 31242, 40601.
English 10252.
Enrichment 10186, 30062.
Equipment 10496, 11116, 11146, 11147, 11330, 11521, 11966, 21455, 22187, 30186, 31058, 32110, 40877.
Equipment Evaluation 11146, 11996.
Equipment Utilization 11146, 11521, 21455, 30074, 31058.
Evaluation 10820, 21116, 22904, 23504, 40481.
Evaluation Methods 22904.
Exceptional Child Education 10049, 10130, 10153, 10247, 10252, 10390, 10496, 10523, 11048, 11116, 11147, 11330, 11521, 11568, 11782, 11924, 20149, 20203, 20788, 21116, 21455, 21599, 21809, 21831, 22187, 22950, 23460, 30073-30074, 30132, 30149, 30288, 30309, 30373, 30423, 30425, 30773, 30824, 31100, 31242, 31782, 31896, 32263, 32977, 33166, 33170, 33181, 33233, 40248, 40533, 40601, 40877
Exceptional Child Research 10186, 10316, 10758, 10820, 10908, 12100, 21154, 22904, 23453, 23561, 30032, 30216, 30286, 30373, 30524, 30585, 40250, 40362, 40481, 41106.
Exceptional Child Services 11146, 11996, 21778, 22780, 30620, 30703, 32788, 40450, 40815.
Experimental Programs 20788.
Facilities 10496, 11146.
Federal Legislation 30620.
Films 10049, 10130, 10247, 10252, 10316, 10390, 11048, 11147, 11568, 11782, 12100, 20203, 21778, 21809, 21831, 22187, 22780, 22904, 23504, 30032, 30132, 30149, 30186, 30309, 30518, 31848, 31896, 33233, 41106.
Filmstrips 11568, 30216, 31848.
Fine Arts 22780.
Financial Policy 10496, 11116.
Finger Spelling 30309.
Freehand Drawing 11521.
Geography 10186, 22780.
Gifted 10186, 11048, 23453, 30062, 40533.
Group Therapy 11782.
Guidance 22780.
Guidelines 30050.
Handicapped 22904.
Handicapped Children 10252, 30288, 30620, 31896, 33233, 40248, 40481, 40533, 40877.
Hard of Hearing 10049, 10153, 10316, 10523, 11568.
Health 10252, 22780.
Health Education 11048, 30518.
Hearing Aids 10247.
History 22780.
Home Economics 11924, 21116, 22780.
Hygiene 30216.
Identification 30062.
Illinois Communication Scale 23561.
Independent Study 10186.
Individualized Instruction 10758, 20788, 30423.
Industrial Arts 11924, 22780.
Information Centers 30353.
Information Utilization 11330.
Innovation 40248.
Inservice Teacher Education 10758, 11048, 11330, 22187, 40248, 40481.
Institutionalized (Persons) 11782.
Instructional Materials 10049, 10130, 10247, 10496, 10820, 11048, 11146-11147, 11521, 11568, 11924, 20149, 20788, 21116, 21154, 21809, 21831, 30132, 30144, 30309, 30353, 30425, 30620, 32171, 32263, 32448, 33166, 33181, 40877.
Instructional Materials Centers 10496, 11146-11147, 11330, 22187, 30050, 30288, 30353, 30373, 30425, 30620, 30773, 31242, 33233, 41219.
Instructional Media 10247, 11330, 20149, 21116, 21599, 30050, 30074, 30288, 30353, 30373, 30423, 30425, 30620, 30773, 31242, 31848, 31896, 32110, 32448, 32977, 40248, 40481, 40533, 40877, 41219.
Intermediate Grades 10186.
Intermode Differences 10908.
Interval Pacing 10908.
Job Skills 20788.
Kinescope Recordings 10252.
Language Arts 10247, 10252, 11924, 22780.
Language Development 23561, 32263, 33166, 40362.
Language Instruction 21154, 31896, 33181.
Language Master 21154.
Languages 11924.
Large Type Materials 30703, 32788.
Learning Characteristics 12100.
Learning Processes 10908.
Legislation 22780, 30518.
Lesson Plans 30132.
Libraries 10496, 11146-11147, 22187, 30353.
Library Services 10496, 11146-11147, 11330, 22780, 30353.
Lipreading 10153, 10316, 10523, 23561.
Listening Comprehension 10908.
Literature 22780.
Lysergic Acid Diethylamide 30518.
Machinists 20788.
Manual Communication 30309.
Marihuana 30518.
Mass Media 10908, 20149, 21831, 22187, 30144, 40533.
Material Development 11147, 11521, 20788, 22187, 23460.
Mathematics 10186, 10252, 11924, 22780.
Media Research 10247, 30773.
Media Specialists 22187, 30050, 30425.
Media Technology 11116, 11330, 21455, 30703, 30773, 31242, 32448, 32977, 40248.
Mental Health Clinics 40450.
Mentally Handicapped 10130, 10390, 10758, 10908, 11521, 11782, 12100, 21778, 23504, 30216, 31782, 32977, 33156, 40362.
Metal Working Occupations 21116.
Minimally Brain Injured 10252.
Mobile Classrooms 30824.
Mobile Television Van 30824.
Models 11116.
Motivation 30518.
Motivation Techniques 33156, 33166.
Multiply Handicapped 11782, 11996.
Multisensory Learning 10908, 21809.
Music 11924.
Narcotics 30518.
National Programs 11116, 30620, 40815.
National Technical Institute for the Deaf 30073.
Negro Youth 30524.
Nonprofessional Personnel 31782.
Occupations 11996.
Opaque Projectors 30186.
Overhead Projectors 10247, 11521, 11924, 11996, 21831, 30186.
Parent Education 21455.
Partially Sighted 30703, 31058, 32110, 33170.
Pennsylvania 40533.
Performance Factors 33156.
Personal Adjustment 11996.
Personnel 10496, 11116.
Phonograph Records 10130, 22950, 30585, 40815.
Photography 11147, 21809.
Physical Education 10130, 10252, 11924, 22780.
Physical Sciences 22780.
Physically Handicapped 10252, 40815.
Polaroid Cameras 33166, 33181.
Political Science 22780.
Preschool Children 40250.
Prevention 30518.
Production Techniques 23460.
Professional Education 10390, 10496, 10758, 30032, 30286, 30585.
Program Descriptions 20788, 23561.
Program Development 22187, 40601.
Program Evaluation 10758, 20149, 23211, 30062, 40250, 40601.
Program Planning 22187, 30073, 40248.
Programed Instruction 10316, 11996, 20788, 21154, 21455, 21599, 30144, 30423.
Programed Materials 30144.
Project LIFE 31896.
Project True 10252.
Projection Equipment 15521, 11996, 30186.
Psychology 22780.
Psychotherapy 11782, 40450.
Public Affairs Education 21455.
Public Law 85-905 22780.
Purdue Creativity Program 23211.
Reading 10252, 11924, 30524, 33170.
Reading Ability 30524.
Reading Comprehension 10908.
Reading Materials 31058, 32171, 40815.
Recall (Psychological) 30524.
Recreation 10130.
Regional Programs 11116, 41219.
Rehabilitation 31848.
Rehabilitation Centers 11996.
Religious Differences 22780.
Remedial Programs 21599.
Research Utilization 40450.
Residential Schools 31100.
Resource Centers 30353.
Resource Guides 30149, 30425, 31848, 32171, 33233.
Retention 10908.
Rural Education 23453.

Safety Education 22780.
School Services 10496, 11146-11147, 22187, 41219.
Sciences 10252, 11924, 22780.
Secondary Education 10252.
Secondary School Students 12100.
Self Care Skills 30216.
Sensory Aids 30952, 32788.
Sequential Learning 30524.
Sesame Street 40250.
Sheltered Workshops 33156.
Sign Language 30309.
Sixteen Millimeter Projectors 30186.
Slides 30186, 33170.
Slow Learners 20788.
Social Studies 10252, 11924, 22780.
Socioeconomic Background 40250.
Sociology 22780.
Sound Films 10130.
Special Education IMCRMC Network 33233.
Special Health Problems 31848.
Special Schools 10496, 11147.
Speech Compression 10908.
Speech Handicapped 10252, 30032, 30286, 30585, 30824.
Speech Improvement 30952.
Speech Pathology 30286.
Speech Skills 30952.
Speech Therapists 30585.
Speech Therapy 10523, 22950, 30032, 30585, 30824.
Standards 10496, 30050, 30703.
Statistical Analysis 10820.
Statistical Data 40250.
Student Attitudes 12100.
Student Behavior 10186.
Study Guides 30132.
Surveys 30373.
Symposia 30373.
Systems Analysis 11116.
Systems Concepts 10247.
Systems Development 23460.
Tactile Adaptation 30703.
Talking Books 32788, 40815.
Tape Recorders 30186.
Tape Recordings 10130, 10908, 30703, 31782, 31848, 32788, 40815.
Teacher Attitudes 20149.
Teacher Developed Materials 10820, 11521, 11924, 33170.
Teacher Education 21455, 23504, 30288.
Teacher Evaluation 30773.
Teacher Improvement 10758.
Teacher Qualifications 30062.
Teaching Guides 30149.
Teaching Machines 21154.
Teaching Methods 10153, 10247, 10316, 10523, 10758, 10908, 11048, 11924, 12100, 21809, 23453, 23561, 30073-30074, 30423, 30518, 31100, 31782, 32448, 40250, 40362.
Team Teaching 10252.
Technology 31058.
Televised Instruction 10153, 10186, 10758, 11048, 11116, 21455, 23453, 30073-30074, 30373, 30773, 30824, 31100, 31242, 32110, 40250, 40362, 40601, 41106.
Television 10153, 10186, 11048, 11996, 30373, 31058.
Tennessee School for the Deaf 30073.
Test Interpretation 10820.
Testing 10186, 10252.
Textbooks 10247, 11147, 32171, 40877.
Thought Processes 11048.
Trainable Mentally Handicapped 30216, 31782.
Training Techniques 32977.
Transparencies 10820, 11521, 11924, 30186, 31848.
Transportation 11048.
Typewriting 31242.
Values 30518.
Video Tape Recordings 10130, 10186, 21455, 21599, 30074, 30186, 30373, 30585, 30773, 31100, 31848, 33156, 40450, 40601.
Visible Speech 30952.
Vision Tests 10523.
Visual Learning 10247, 10908, 21599, 30524, 30952.
Visual Stimuli 33166.
Visual Vocoder 30952.
Visually Handicapped 30703, 31058, 32110, 32263, 32788, 33170, 40815.
Vocabulary Development 21154.
Vocational Counseling 11996, 21116.
Vocational Education 11924, 11996, 20788, 21116, 22904.
Vocational Rehabilitation 11996, 20788, 22904.
Volunteers 32788.
Woodworking 21116.
Work Attitudes 33156.
Workbooks 32171.
Workshop for Improving Instruction of the Deaf 21116.
Young Adults 22904.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of . IE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

Detach Here

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortags, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to" A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or simliar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embergoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.